



Handbook

DPC1 – VTCT (Skillsfirst) Level 1 Certificate in Skills for
Employment (RQF)

600/3336/8

Version 5

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

All material in this publication is copyright of VTCT © Vocational Training Charitable Trust, 2023.

Contents

About Skillsfirst	2
Contents	3
1 Qualification at a glance.....	4
2 Qualification information.....	5
2.1 Qualification aim and design	5
2.2 Progression opportunities.....	5
3 Qualification structure	6
4 Centre requirements.....	10
4.1 Resources	10
4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments	10
4.3 Deliverers, assessors and internal verifiers	10
4.4 Expert witnesses	10
4.4.1 Overview	10
4.4.2 Requirements for expert witnesses	10
4.5 Continuous professional development (CPD).....	10
4.6 Total Qualification Time (TQT).....	11
5 Assessment	12
5.1 Summary of assessment methods	12
5.2 Suggested delivery strategy	12
5.3 Characteristics of assessment guidance	12
5.4 Types of evidence	12
5.5 Professional discussion	13
5.6 Simulation and witness testimony.....	13
5.6.1 Simulation	13
5.6.2 Witness testimony	13
5.7 Recognition of prior learning (RPL).....	14
6 Units	15

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Certificate in Skills for Employment (RQF)
Qualification number	600/3336/8
Product code	DPC1
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	15
Total Qualification Time (TQT)	150
Guided Learning (GL) hours	97
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking these qualifications and there is no minimum level of literacy or numeracy required.
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the workplace.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The VTCT (Skillsfirst) Level 1 Certificate in Skills for Employment (RQF) has been developed for the widest range of learners possible: young people and adults, those who are pre-employment, in employment or between jobs.

It is designed to meet the needs of learners who wish to seek, gain and retain employment or progress to further learning, allow learners to learn, develop and practise the skills required for employment and provide valuable accreditation of skills and/or knowledge for learners, without requiring or proving occupational competence.

There is a wide range of units allowing learners to choose units to meet the needs of their own personal and career development or work role.

2.2 Progression opportunities

Learners achieving these qualifications can progress to further learning, or into specific vocational employment.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Certificate in Skills for Employment (RQF) learners must achieve all mandatory units. A minimum of **15** credits must be achieved from Group A and/or Group B and/or Group C and/or Group D, of which a minimum of **8** credits **must** be at Level 1.

Certain units have been shown as “**barred**” from being taken with other units which cover the same or similar areas of learning, or have a significant overlap in content. For units marked * refer to ‘Barred units table’.

The minimum TQT required to achieve this qualification is **150**.

Product code	Unit title	Level	Credit	Unit reference number
Units (Group A): Preparing for employment units				
DP10*	Interview skills	Entry 3	1	T/501/6327
DP11	Work awareness	Entry 3	2	F/507/9592
DP13	Learning about the range of opportunities in work	Entry 3	3	A/502/1299
DP14*	Learning about workplace values and practices	Entry 3	3	T/502/1303
DP15*	Career planning and making applications	1	3	A/501/6880
DP16*	Planning for progression	1	3	F/501/6878
DP17*	Effective skills qualities and attitudes for learning and work	1	3	D/507/9597
DP18	Work-based experience	1	3	K/501/6891
DP20*	Positive attitudes and behaviours at work	1	1	A/501/5826
DP22	Learning from work placement	1	2	J/501/6395
DP23*	Searching for a job	1	1	L/501/5958
DP24	Applying for a job	1	1	Y/501/5848
DP25	Preparing for an interview	1	1	M/501/5824
DP26*	Interview skills	1	1	R/501/5847
DP29	Preparing for and learning from interviews	1	3	R/502/2863

For units marked * refer to ‘Barred units table’.

Product code	Unit title	Level	Credit	Unit reference number
Units (Group B): Succeeding at work units				
DP32*	Career progression	Entry 3	1	T/501/6330
DP37*	Conduct at work	Entry 3	1	A/507/9154
DP38	Speaking confidently at work	Entry 3	1	H/501/6338
DP39	Presenting accurate documents	Entry 3	1	D/501/6337
DP41*	Managing your time	Entry 3	1	F/502/4303
DP43*	Understanding conflict at work	Entry 3	1	L/600/1312
DP44*	Rights and responsibilities in the workplace	1	3	Y/507/9596
DP45*	Career progression	1	2	J/501/5814
DP46*	Introduction to health and safety awareness in the workplace	1	2	J/600/7805
DP47	Building working relationships with colleagues	1	2	T/501/5811
DP48*	Building working relationships with customers	1	2	D/501/5821
DP50	Solving work-related problems	1	2	D/501/5849
DP54	Self-management skills	1	2	L/501/5829
DP57*	Managing your time	1	2	K/502/3596
DP58*	Being safe and healthy at work	1	2	M/502/3616
DP59*	Understanding conflict at work	1	1	Y/502/3609
DP124	Business communication	1	3	F/505/4109

For units marked * refer to 'Barred units table'.

Product code	Unit title	Level	Credit	Unit reference number
Units (Group C): Learning units				
DP60	Introduction to ICT	Entry 3	3	M/501/6925
DP61	Supporting others	Entry 3	3	K/501/6938
DP66*	Working as part of a group	1	2	R/502/0465
DP67	Working towards goals	1	2	J/502/0463
DP122	Interpersonal skills	1	3	D/505/4067
DP123	Assertiveness and decision-making skills	1	2	F/505/0447
DP125*	Personal development skills	1	3	K/505/4069
DP126	Personal confidence and self-awareness	1	3	H/505/4068
DP127	Improving own confidence	1	3	L/505/4078
DP130*	Developing group and teamwork communication skills	1	3	K/506/5007
SMP1	Create an online profile using social media	1	6	T/507/2882

Product code	Unit title	Level	Credit	Unit reference number
Units (Group D): Vocational skills units				
DP86*	Introduction to looking after customers in a retail environment	Entry 3	3	F/501/9523
DP93	Introduction to retail skills	Entry 3	3	H/501/5190
DP94	Introduction to the hospitality industry	Entry 3	1	A/502/4834
IH01*	Customer service in the hospitality industry	1	3	J/502/4898
IH09	Using kitchen equipment	1	1	T/502/5075
IH10	Serving food and drink	Entry 3	2	F/502/4835
IH11	Basic food preparation	Entry 3	2	J/600/0711

For units marked * refer to 'Barred units table'.

Product code	Barred unit product codes
DP10	DP26
DP14	DP44
DP15	DP32
DP16	DP125
DP17	DP37
DP20	DP37
DP23	DP45
DP26	DP10
DP32	DP45
DP37	DP17, DP20
DP41	DP57
DP43	DP59
DP44	DP14
DP45	DP32
DP46	DP58
DP48	DP86, IH01
DP57	DP41
DP58	DP46
DP59	DP43
DP66	DP130
DP125	DP16
DP130	DP66
DP86	DP48
IH01	DP48

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate and verify assessments

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst through the external verifier (EV).

4.3 Deliverers, assessors and internal verifiers

While the Training, Assessment and Quality Assurance (TAQA) units and the assessor/verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

4.4 Expert witnesses

4.4.1 Overview

An expert witness is someone who is in a position to infer the learner's consistent competence at work and provide the assessor with evidence to support the assessment process. The approved expert witness will usually be the learner's supervisor or manager in the workplace, but could also be an experienced colleague or other approved assessor.

The expert witness does not make any assessment decisions and is not, therefore, required to be qualified. All assessment decisions that take into account evidence provided by an expert witness must be made by an assessor who is qualified with the appropriate qualification.

4.4.2 Requirements for expert witnesses

An expert witness should ideally:

- be the learner's immediate supervisor or manager or other appropriate individual in the workplace
- work alongside the learner, preferably on a daily basis
- be technically competent in the units they are providing an expert opinion on
- understand and have a thorough knowledge of the occupational standards contained in the units they are providing an expert opinion on.

4.5 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD. Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.6 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For the VTCT (Skillsfirst) Level 1 Certificate in Skills for Employment (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources.

Examples of types of evidence might include:

- learner statement
- notes
- letter
- e-mail
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- expenditure record
- audio/video recorded
- discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- screen dumps (print screen)

Please note that centres are not restricted to the types of evidence listed above.

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.6.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on learner's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards (NOS), such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- **Performance and knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Relevance of context** – the degree to which the context of the learning gained and assessed, relates to the current context of learner's work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence, however, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

DP10 – Interview skills

Unit reference number: T/501/6327

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to introduce the learner to the key aspects of conduct appropriate for interview scenarios and will equip the learner with basic interview skills, including being able to reflect on how well they did in the interview.

Learning outcomes

There are three outcomes to this unit. The learner will:

- LO1 Know how to present themselves appropriately at an interview
- LO2 Be able to give appropriate answers to the interviewer's questions
- LO3 Know how they performed in the interview

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to present themselves appropriately at an interview	1.1 Dress appropriately and display an appropriate level of personal hygiene for the interview
	1.2 Use appropriate means of non-verbal communication such as body language and facial expressions

Learning Outcome	Assessment Criteria
LO2 Be able to give appropriate answers to the interviewer's questions	2.1 Give clear, straightforward answers to the questions asked

Learning Outcome	Assessment Criteria
LO3 Know how they performed in the interview	3.1 Identify one aspect of the interview that went well and one that did not

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP11 – Work awareness

Unit reference number: F/507/9592

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to introduce the learner to some of the key aspects of working life e.g. what it means to be an employee. The unit is introduced in direct response to CBI concerns about the lack of awareness in new recruits (at all levels) of how businesses and organisations work, customer's needs, and the world of work.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about the types of employer that are found in their local area

LO2 Understand some of the expectations employers have of employees

LO3 Be able to relate employer expectations to own activities

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the types of employer that are found in their local area	1.1 Identify a local employer and their main area of business for each of the following sectors: <ul style="list-style-type: none"> • service • manufacturing • public • private
	1.2 Identify how one employer makes money or is funded

Learning Outcome	Assessment Criteria
LO2 Understand some of the expectations employers have of employees	2.1 List two expectations an employer has of its employees
	2.2 Give a reason why one of these expectations is important

Learning Outcome	Assessment Criteria
LO3 Be able to relate employer expectations to own activities	3.1 Identify one activity they have undertaken that shows they could meet at least one employer expectation
	3.2 Say why they meet the expectation

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

DP13 – Learning about the range of opportunities in work

Unit reference number: A/502/1299

Level: Entry 3

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to help the learner learn about different employment pathways, including identifying products and services within them. They will recognise different types of work and working patterns and find out about local work opportunities. They will understand reasons for selecting particular jobs.

Learning outcomes

There are four outcomes to this unit. The learner will:

- LO1 Understand about employment in different sector areas
- LO2 Understand different types of work and working patterns
- LO3 Be able to find out about local opportunities for work
- LO4 Understand reasons for selecting jobs

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand about employment in different sector areas	1.1 Identify different sector areas
	1.2 Name job roles in different sector areas
	1.3 Link job roles to products and/or services
	1.4 Identify the working environment for different job roles

Learning Outcome	Assessment Criteria
LO2 Understand different types of work and working patterns	2.1 Give examples of different types of work in a local area including <ul style="list-style-type: none"> • employment in a company • self-employment • voluntary work or work experience
	2.2 Identify likely working patterns for different job roles
	2.3 List advantages and disadvantages of different working patterns

Learning Outcome	Assessment Criteria
LO3 Be able to find out about local opportunities for work	3.1 Identify different sources of information to find out about local jobs
	3.2 Use sources of information to find key facts about different local jobs
	3.3 Name main employers in a local area and their activities

Learning Outcome	Assessment Criteria
LO4 Understand reasons for selecting jobs	4.1 List reasons for choosing different jobs
	4.2 Order own reasons for selecting different jobs
	4.3 Indicate which jobs are most likely to be an entry to employment

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP14 – Learning about workplace values and practices

Unit reference number: T/502/1303

Level: Entry 3

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to help the learner understand about workplace values and employer and employee rights and responsibilities, including the importance of personal appearance and health and safety in the workplace. This unit provides the opportunity for a learner's achievements in personal and social development to be accredited.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the importance of workplace values

LO2 Understand main employer and employee rights and responsibilities

LO3 Understand the importance of safe working practices

LO4 Know who can give support and information in the workplace about workplace values and practices

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of workplace values	1.1 Identify workplace values
	1.2 Identify situations where workplace values are important
	1.3 Indicate why some types of conduct are unacceptable in the workplace

Learning Outcome	Assessment Criteria
LO2 Understand main employer and employee rights and responsibilities	2.1 List main employer rights and responsibilities
	2.2 Indicate why employer rights and responsibilities are important in the workplace
	2.3 List main employee rights and responsibilities
	2.4 Indicate why employee rights and responsibilities are important in the workplace

Learning Outcome	Assessment Criteria
LO3 Understand the importance of safe working practices	3.1 Identify safe working practices within the workplace
	3.2 Identify steps to be followed in the case of: <ul style="list-style-type: none"> • Fire • Accident • Emergency
	3.3 Indicate how to deal with potential hazards in a work area

Learning Outcome	Assessment Criteria
LO4 Know who can give support and information in the workplace about workplace values and practices	4.1 Identify personnel in the workplace who can give support and information to employees about workplace values and practices
	4.2 Indicate how these personnel can help

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP15 – Career planning and making applications

Unit reference number: A/501/6880

Level: 1

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to help the learner understand about workplace values and employer and employee rights and responsibilities, including the importance of personal appearance and health and safety in the workplace. This unit provides the opportunity for a learner's achievements in personal and social development to be accredited.

Learning outcomes

There are six outcomes to this unit. The learner will:

LO1 Be able to choose a suitable career pathway

LO2 Be able to identify a suitable job, training programme or course

LO3 Understand how to prepare a curriculum vitae

LO4 Understand how candidates are selected for interview

LO5 Be able to apply for a job, training placement or course

LO6 Understand the interview process

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

A career pathway includes long-term aspirations as well as short-term goals.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to choose a suitable career pathway	1.1 List sources of careers advice and guidance
	1.2 Research career options
	1.3 Agree a suitable career pathway

Learning Outcome	Assessment Criteria
LO2 Be able to identify a suitable job, training programme or course	2.1 List sources of information for job vacancies, training programmes or courses
	2.2 Find a suitable job vacancy, training programme or course

Learning Outcome	Assessment Criteria
LO3 Understand how to prepare a curriculum vitae	3.1 Identify own skills, qualities, experience and qualifications
	3.2 Draft a curriculum vitae

Learning Outcome	Assessment Criteria
LO4 Understand how candidates are selected for interview	4.1 Describe how candidates are selected for an interview for a job, training programme or course

Learning Outcome	Assessment Criteria
LO5 Be able to apply for a job, training placement or course	5.1 Obtain an application form and/or job details
	5.2 Complete the application

Learning Outcome	Assessment Criteria
LO6 Understand the interview process	6.1 List what needs to be considered in preparation for the interview
	6.2 Observe or take part in a real or simulated interview
	6.3 Give examples of effective and ineffective interview practice

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

DP16 – Planning for progression

Unit reference number: F/501/6878

Level: 1

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner to plan for progression by understanding their programme and the facilities and support available and by being able to recognise and build on personal strengths.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand own study or training programme

LO2 Know the facilities and services provided in the place of study or training

LO3 Recognise personal strengths (skills, qualities and attitudes) needed for learning and work

LO4 Action plan for self-improvement

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- **Personal strengths** are qualities, attitudes and transferable skills necessary or desirable for learning and work
- **Skills** might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive
- **Qualities** might include: being honest, punctual, conscientious, attentive to detail, polite, hard working
- **Attitudes** might include: being positive, motivated
- **An action plan** includes: the targets, the activities needed to achieve the targets (action points), timescales and deadlines

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand own study or training programme	1.1 Define what they aim to achieve by the end of the study or training programme
	1.2 Describe what they need to do in order to follow the programme
	1.3 Identify the centre rules and regulations that affect them as a learner

Learning Outcome	Assessment Criteria
LO2 Know the facilities and services provided in the place of study or training	2.1 Describe the facilities provided in the place of study or training
	2.2 Outline the support available for learners

Learning Outcome	Assessment Criteria
LO3 Recognise personal strengths (skills, qualities and attitudes) needed for learning and work	3.1 Identify positive qualities and attitudes needed for study and work
	3.2 Outline their own personal strengths
	3.3 Give an example of something related to learning and work that they felt good about and something they feels confident doing

Learning Outcome	Assessment Criteria
LO4 Action plan for self-improvement	4.1 Identify areas for improvement
	4.2 Identify realistic targets
	4.3 Prepare an action plan or contract to meet targets
	4.4 Identify arrangements for reviewing progress

Document History

Version	Issue Date	Changes	Role
1.0	23/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP17 – Effective skills, qualities and attitudes for learning and work

Unit reference number: D/507/9597

Level: 1

Credit value: 3

Guided Learning (GL) hours: 22

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work

LO2 Be able to use effective communication

LO3 Be able to work effectively

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

- Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working
- Attitudes might include being positive, motivated
- Behaviour might include wearing appropriate dress, showing respect

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work	1.1 Explain the importance of positive and appropriate behaviour for learning and work
	1.2 Consistently demonstrate appropriate codes of conduct
	1.3 Demonstrate adaptability and flexibility
	1.4 Demonstrate motivation and enthusiasm
	1.5 Demonstrate commitment and professionalism

Learning Outcome	Assessment Criteria
LO2 Be able to use effective communication	2.1 Explain the importance of effective verbal and non-verbal communication
	2.2 Demonstrate effective communication on a one-to-one basis with a colleague or customer
	2.3 Demonstrate effective communication with more than one other person
	2.4 Use positive body language

Learning Outcome	Assessment Criteria
LO3 Be able to work effectively	3.1 Receive and respond to instructions
	3.2 Check own understanding of instructions
	3.3 Identify the tasks that need to be done and deadlines
	3.4 Identify the help, materials, equipment and/or tools needed to complete the tasks
	3.5 Work safely following health and safety guidelines
	3.6 Complete tasks to required standard and deadlines
	3.7 Identify ways of working more effectively

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

DP18 – Work-based experience

Unit reference number: K/501/6891

Level: 1

Credit value: 3

Guided Learning (GL) hours: 15

Unit aim

The aim of the unit is to help the learner to develop his/her skills in, and understand of, the workplace by preparing for, attending and reviewing work experience.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to prepare for their work experience

LO2 Be able to plan a journey to work

LO3 Be able to follow requirements during the work experience

LO4 BE able to complete a work experience

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Work experience might include a placement or a current part time job.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Prepare for their work experience	1.1 Suggest options for or agree suitable work experience
	1.2 Apply or prepare for work experience
	1.3 State how this work experience relates to their employment and/or learning goals

Learning Outcome	Assessment Criteria
LO2 Plan a journey to work	2.1 Find out relevant bus or train times (or the times of another type of public transport)
	2.2 Decide which bus or train (or other public transport) to catch
	2.3 Work out the time they need to leave home in order to arrive at a suitable time

Learning Outcome	Assessment Criteria
LO3 Follow requirements during the work experience	3.1 Attend a suitable work experience for a minimum of fifteen hours
	3.2 Dress appropriately
	3.3 Follow safe working space
	3.4 Follow instructions to complete tasks
	3.5 Speak to other people in a suitable manner

Learning Outcome	Assessment Criteria
LO4 Complete a work experience review	4.1 Identify what went well
	4.2 Describe what they have learned about himself/herself
	4.3 Explain how they are going to build on this experience

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP20 – Positive attitudes and behaviours at work

Unit reference number: A/501/5826

Level: 1

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

In this unit, the learner will need to show that they understand and can demonstrate appropriate behaviours in the workplace. They will also need to review their performance.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how positive attitudes and behaviours at work benefit themselves and their organisation

LO2 Demonstrate a range of positive attitudes and behaviours in the workplace

LO3 Evaluate their own conduct

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how positive attitudes and behaviour at work benefit themselves and their organisation	1.1 Explain why it is important to follow an organisation's rules and procedures
	1.2 Describe the benefits of positive attitudes and behaviours for themselves and their organisation

Learning Outcome	Assessment Criteria
LO2 Demonstrate a range of positive attitudes and behaviours in the workplace	2.1 Interact appropriately with colleagues and customers
	2.2 Follow organisational procedures governing attitudes and behaviours at work

Learning Outcome	Assessment Criteria
LO3 Evaluate their own conduct	3.1 Describe what went well and what did not

Document History

Version	Issue Date	Changes	Role
1.0	31/012023	Rebrand	Regulation Officer

Unit Handbook

DP22 – Learning from work placement

Unit reference number: J/501/6395

Level: 1

Credit value: 2

Guided Learning (GL) hours: 10

Unit aim

This unit will help the learner understand what was learned from a work placement and how to set goals based on work placement learning.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to show evidence of tasks undertaken during the work placement

LO2 Understand what they learned from the work placement

LO3 Be able to use learning from the tasks undertaken in the work placement to set short term goals

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to show evidence of tasks undertaken during work placement	1.1 Produce evidence of tasks undertaken during work placement

Learning Outcome	Assessment Criteria
LO2 Understand what they learned from the work placement	2.1 Using evidence from the tasks undertaken during the work placement, describe what they learned from the tasks
	2.2 Using evidence from the tasks undertaken during the work placement, describe what they would change if they were to do the task again

Learning Outcome	Assessment Criteria
LO3 Be able to use learning from the tasks undertaken in the work placement to set short term goals	3.1 Set short term goals which build on their learning from carrying out tasks in the work placement

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP23 – Searching for a job

Unit reference number: L/501/5958

Level: 1

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

In this unit, the learner will find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for based on an understanding of their own skills and abilities.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know potential job sources

LO2 Know potential job roles related to their skills and interests

LO3 Be able to search for job vacancies

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know potential job sources	1.1 Describe different types of sources of employment available for job-seekers
	1.2 Describe the roles/functions of these sources

Learning Outcome	Assessment Criteria
LO2 Know potential job roles related to their skills and interests	2.1 Match their skills and interests to potential job roles

Learning Outcome	Assessment Criteria
LO3 Be able to search for job vacancies	3.1 Understand the layout and format of job adverts in relation to their personal circumstances
	3.2 Identify sources of information available for carrying out job searches
	3.3 Select appropriate methods to search for particular job vacancies

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

DP24 – Applying for a job

Unit reference number: Y/501/5848

Level: 1

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand different methods of applying for jobs

LO2 Know how to complete a job application form

LO3 Be able to apply for a job using the appropriate method

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand different methods of applying for jobs	1.1 Describe different methods of applying for a job
	1.2 Describe how and when different methods of applying for a job are used

Learning Outcome	Assessment Criteria
LO2 Know how to complete a job application form	2.1 Identify the information needed to prepare the job application form
	2.2 Assemble the relevant information for the job application form

Learning Outcome	Assessment Criteria
LO3 Be able to apply for a job using the appropriate method	3.1 Describe the conventions, formats and styles of presenting information in job applications (for either real or simulated job application)
	3.2 Present the job application information accurately and in a suitable format

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP25 – Preparing for an interview

Unit reference number: M/501/5824

Level: 1

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

In this unit, the learner will develop the skills of planning appropriate interview questions and responses ahead of an interview. They will also look at how to make effective travel plans for an interview.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know how to respond to questions they might be asked at the interview

LO2 Be able to prepare appropriate questions to ask the interviewer

LO3 Plan to arrive at the interview on time

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to respond to questions they might be asked at the interview	1.1 Prepare answers to questions they might be asked at the interview

Learning Outcome	Assessment Criteria
LO2 Be able to prepare appropriate questions to ask the interviewer	2.1 Identify questions to ask which show their interest in the job, placement or course

Learning Outcome	Assessment Criteria
LO3 Plan to arrive at the interview on time	3.1 Confirm the time and place where the interview will be held
	3.2 Plan a route and means of transport which will allow them to arrive on time

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP26 – Interview Skills

Unit reference number: R/501/5847

Level: 1

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The purpose of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.

Learning outcomes

There are three outcomes to this unit. The learner will:

- LO1 Present themselves appropriately at an interview
- LO2 Answer the interviewer's questions appropriately
- LO3 Understand their performance in an interview

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Present themselves appropriately at an interview	1.1 Arrive in good time for the interview
	1.2 Use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice

Learning Outcome	Assessment Criteria
LO2 Answer the interviewer's questions appropriately	2.1 Respond clearly to the questions asked by the interviewer, using language appropriate to an interview situation

Learning Outcome	Assessment Criteria
LO3 Understand their performance in an interview	3.1 Describe what went well and what did not

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP29 – Preparing for and learning from interviews

Unit reference number: R/502/2863

Level: 1

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

This unit aims to equip the learner with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to plan for interviews

LO2 Be able to prepare for interviews

LO3 Be able to communicate during interviews

LO4 Be able to reflect on interviews

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to plan for interviews	1.1 Outline a job role or programme of learning for interview
	1.2 Outline arrangements for interview

Learning Outcome	Assessment Criteria
LO2 Be able to prepare for interviews	2.1 Outline key information about an organisation being interviewed for
	2.2 Outline key information about a job role or programme of learning being interviewed for
	2.3 Outline skills, personal attributes and experience for a job role or programme of learning being interviewed for
	2.4 Prepare responses, including extended responses, to likely interviewer questions
	2.5 Identify questions about an organisation and a job role or programme of learning to ask at interview

Learning Outcome	Assessment Criteria
LO3 Be able to communicate during interviews	3.1 Demonstrate ways to make a positive first impression at interview
	3.2 Demonstrate interview techniques by <ul style="list-style-type: none"> • making introductions • responding to questions • asking planned questions

Learning Outcome	Assessment Criteria
LO4 Be able to reflect on interviews	4.1 Outline things that went well during interview
	4.2 Outline improvements for future interviews
	4.3 Outline why someone might want or not want a job role or programme of learning after interview
	4.4 Outline training that might help progression in a job role or programme of learning

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

DP32 – Career progression

Unit reference number: T/501/6330

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to introduce the learner to the concept of career progression and the skills, qualities and resources associated with it.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about skills and qualities needed to progress in a career

LO2 Know different sources of information and guidance related to career progression

LO3 Know the benefits of career progression

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- **Skills** might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive
- **Qualities** might include: being honest, punctual, conscientious, attentive to detail, polite, hard working

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about skills and qualities needed to progress in a career	1.1 Identify personal skills and qualities relevant to career progression

Learning Outcome	Assessment Criteria
LO2 Know different sources of information and guidance related to career progression	2.1 Identify different types of careers-related resources

Learning Outcome	Assessment Criteria
LO3 Know the benefits of career progression	3.1 Identify reasons why career progression is beneficial

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP37 – Conduct at work

Unit reference number: A/507/9154

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand, demonstrate and reflect on some appropriate behaviours in the workplace.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about appropriate conduct for the workplace

LO2 Be able to demonstrate good conduct

LO3 Be able to carry out a review of own conduct

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about appropriate conduct for the workplace	1.1 Identify different kinds of appropriate conduct in the workplace

Learning Outcome	Assessment Criteria
LO2 Be able to demonstrate good conduct	2.1 Interact appropriately with colleagues
	2.2 Dress appropriately for work

Learning Outcome	Assessment Criteria
LO3 Be able to carry out a review of own conduct	3.1 Identify an aspect of own conduct that went well and an aspect that did not go so well

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

DP38 – Speaking confidently at work

Unit reference number: H/501/6338

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to help the learner develop the communication skills needed to build their confidence with the different people they encounter in the workplace, understanding the difference between formal and informal situations and the language appropriate to each situation.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Be able to contribute to workplace discussions and conversations

LO2 Be able to use language which is appropriate for the work situation

LO3 Know why it is important to speak confidently at work

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to contribute to workplace discussions and conversations	1.1 Make relevant comments and suggestions
	1.2 Ask and answer straightforward questions
	1.3 Volunteer constructive ideas and opinions

Learning Outcome	Assessment Criteria
LO2 Be able to use language which is appropriate for the work situation	2.1 Describe the difference between formal and informal language
	2.2 Speak formally or informally as appropriate to the situation
	2.3 Identify ways to show politeness when speaking to others in the workplace

Learning Outcome	Assessment Criteria
LO3 Know why it is important to speak confidently at work	3.1 Describe why it is important to speak confidently at work

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

DP39 – Presenting accurate documents

Unit reference number: D/501/6337

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to help the learner understand the importance of presenting accurate documents of a high standard and how to achieve this.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know why it is important to record information accurately

LO2 Know the appropriate use of different type of workplace documents

LO3 Be able to produce grammatically accurate, accurately spelled and punctuated documents

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know why it is important to record information accurately	1.1 Describe the importance of presenting accurate documents

Learning Outcome	Assessment Criteria
LO2 Know the appropriate use of different types of workplace documents	2.1 Identify situations where different types of documents are appropriate

Learning Outcome	Assessment Criteria
LO3 Be able to produce grammatically accurate, accurately spelled and punctuated documents common to the workplace	3.1 Check a work document to correct grammar, punctuation and spelling of common words, including those key to a specific workplace
	3.2 Use an appropriate format to produce work documents, including suitable font, spacing and selection of formatting features such as boldening, italics, bullets and numbering

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP41 – Managing your time

Unit reference number: F/502/4303

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to introduce learners to ways in which they can manage their time appropriately in the place of work.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know how to manage their time in a place of work

LO2 Be able to demonstrate time management skills in a place of work

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to manage their time in a place of work	1.1 Identify ways in which people can manage their time in a place of work
	1.2 Identify systems and processes which help employees manage their time in the place of work
	1.3 Identify who to contact if they are late or absent from work

Learning Outcome	Assessment Criteria
LO2 Be able to demonstrate time management skills in a place of work	2.1 Use time management systems and processes appropriately to document the time they have spent working
	2.2 Take breaks at appropriate points
	2.3 Agree their work for the day with an appropriate person
	2.4 Complete agreed activities within the timescales provided

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP43 – Understanding conflict at work

Unit reference number: L/600/1312

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to help the learner look at conflict in the place of work. It covers at an elementary level why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Recognise what can cause conflict in the place of work and know how conflict could be prevented

LO2 Recognise types of behaviour that are unacceptable in the place of work

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Unacceptable behaviour relates to not only the behaviour of individuals as guided by the law through legislation, but it includes behaviour that is felt by a person in ways which may cause them personal offence or indignity. Conflict on a small scale typically occurring in the work place may be due to a clash of personality, misunderstanding, irritation, failure to complete simple tasks on time or to the level expected. Major conflicts may lead to disciplinary action or management intervention as they may not be able to be resolved amicably through discussion.

This unit refers to legislation relating to race, disability and equal opportunities. In 2010 new legislation was introduced (The Equality Act) which should be the point of reference for candidates to refer to.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise what can cause conflict in the place of work and know how conflict could be prevented	1.1 Give two examples of common causes of conflict in a place of work
	1.2 Indicate how each example might be prevented

Learning Outcome	Assessment Criteria
LO2 Recognise types of behaviour that are unacceptable in the place of work	2.1 State a type of behaviour that the Race Relations legislation says is unacceptable in any place of work
	2.2 State a type of behaviour that the Disability Discrimination legislation says is unacceptable in any place of work
	2.3 State a type of behaviour that the Equal Opportunities legislation says is unacceptable in any place of work

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP44 – Rights and responsibilities in the workplace

Unit reference number: Y/507/9596

Level: 1

Credit value: 3

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand that employees have rights

LO2 Understand that employees have responsibilities

LO3 Be able to work to health and safety guidelines

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

- Rights might include a written Statement of Employment Particulars.
- Responsibilities might include wearing Personal Protective Equipment (PPE).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand that employees have rights	1.1 list a range of employee rights
	1.2 state how employee rights are protected by law

Learning Outcome	Assessment Criteria
LO2 Understand that employees have responsibilities	2.1 list a range of employee responsibilities
	2.2 describe own responsibilities
	2.3 explain why it is important to keep some information confidential

Learning Outcome	Assessment Criteria
LO3 Be able to work to health and safety guidelines	3.1 recognise and respond to hazards in own place of learning or work
	3.2 list requirements for personal health and safety in own place of learning or work
	3.3 explain how to contribute to keeping colleagues and customers safe and healthy in own place of learning or work
	3.4 contribute to a risk assessment
	3.5 work safely following guidelines
	3.6 explain and follow emergency procedures

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

DP45 – Career progression

Unit reference number: J/501/5814

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner develop an understanding of what is required in order to progress in a career that interests them. The learner will also become familiar with various types of career progression resources and guidance, and the various work or study options they offer.

Learning outcomes

There are four outcomes to this unit. The learner will:

- LO1 Understand skills and qualities needed to progress in a career
- LO2 Understand information and guidance related to career progression
- LO3 Understand the importance of career progression
- LO4 Be able to plan the next stage in their career progression

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- **Skills** might include: being able to communicate effectively, manage time, multi-task, follow instructions, drive.
- **Qualities** might include: being honest, punctual, conscientious, attentive to detail, polite, hard working.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand skills and qualities needed to progress in a career	1.1 Discuss personal skills, qualities and experience relevant to career progression
	1.2 Discuss areas of work or study that might be best suited to their personal skills, qualities or experience

Learning Outcome	Assessment Criteria
LO2 Understand information and guidance related to career progression	2.1 With support, identify sources of career progression information and guidance
	2.2 From sources of information and guidance, identify different career and course options

Learning Outcome	Assessment Criteria
LO3 Understand the importance of career progression	3.1 Explain the importance of career progression for the individual
	3.2 Explain the importance of career progression for others

Learning Outcome	Assessment Criteria
LO4 Be able to plan the next stage in their career progression	4.1 With support, identify short-term goals that will help them progress their career
	4.2 With support, identify a realistic timeline and relevant resources for achieving the career progression goals

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP46 – Introduction to health and safety awareness in the workplace

Unit reference number: J/600/7805

Level: 1

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of the unit is to introduce the learner to health and safety and its importance in the workplace.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the importance of health and safety in the workplace

LO2 Understand the need for risk assessment

LO3 Be aware of the requirements for health and safety in their place of work or learning

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for the unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of health and safety in the workplace	1.1 State what is meant by health and safety in the workplace and why it is important
	1.2 Describe the legal responsibilities of employers, employees and the self-employed
	1.3 Describe how health and safety law is enforced
	1.4 Identify sources of health and safety information within his/her organisation
	1.5 Identify other sources of health and safety information

Learning Outcome	Assessment Criteria
LO2 Understand the need for risk assessment	2.1 Define the terms 'hazard' and 'risk'
	2.2 Describe risk assessment
	2.3 Give examples of work-related accidents and ill health

Learning Outcome	Assessment Criteria
LO3 Be aware of the requirements for health and safety in his/her place of work or learning	3.1 List the health and safety information that should be provided for an employee or learner
	3.2 Describe the process for reporting injuries, ill health, unsafe conditions and accidents within his/her place of work or learning
	3.3 Describe the provision for first aid in his/her place of work or learning
	3.4 For a chosen occupational sector describe the appropriate personal protective equipment (PPE) and the hazards against which the PPE offers protection

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP47 – Building working relationships with colleagues

Unit reference number: T/501/5811

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit introduces the learner to the skills needed to interact in a positive and constructive manner with a range of colleagues in the workplace.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand why it is important to get on well with colleagues

LO2 Be able to work positively with employers and/or managers

LO3 Be able to work positively with peers in the workplace

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- **Colleagues** include full-time or part-time colleagues who work a variety of roles and responsibilities within the organisation and may be senior or junior to the employee.
- **Peers are colleagues** who have equal standing or status within an organisation; they may undertake tasks which are the same, similar or different.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand why it is important to get on well with colleagues	1.1 Describe different types of colleagues with whom an employee needs to interact positively at work
	1.2 Explain why an employee needs to get on well with each type of colleague

Learning Outcome	Assessment Criteria
LO2 Be able to work positively with employers and/or managers	2.1 Complete a task as instructed by employers and/or managers
	2.2 Use appropriate language and tone when communicating with employers and/or managers

Learning Outcome	Assessment Criteria
LO3 Be able to work positively with peers in the workplace	3.1 Use appropriate language and tone when communicating with peers
	3.2 Contribute ideas and opinions in a way that peers find acceptable
	3.3 Carry out their own role or task in line with the agreed or designated expectations of their peers
	3.4 Seek and accept help, guidance and feedback from peers when appropriate

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP48 – Building working relationships with customers

Unit reference number: D/501/5821

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The unit introduces the learner to the concept of treating customers and clients appropriately and will help understand the effects of self-presentation on clients and customers.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know that the way they present themselves makes an impression on a customer or client

LO2 Know that organisations normally have protocols for dealing with customers or clients

LO3 Interact positively with customers or clients in line with given protocols

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know that the way they present themselves make an impression on a customer or client	1.1 Identify positive ways of presenting themselves to customers or clients including appearance, manner and language
	1.2 Describe the possible effects of positive and negative self-presentation on a customer or client

Learning Outcome	Assessment Criteria
LO2 Know that organisations normally have protocols for dealing with customers or clients	2.1 Describe the basic rules in an organisation for dealing with customers or clients

Learning Outcome	Assessment Criteria
LO3 Interact positively with customers or clients in line with given protocols	3.1 Follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer requests
	3.2 Demonstrate polite behaviour towards customers
	3.3 Identify situations when it is necessary to refer the customer to another colleague or department

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP50 – Solving work-related problems

Unit reference number: D/501/5849

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit focuses on helping the learner to select problem-solving strategies and on understanding how to apply them to a workplace problem.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand problems/issues that arise at work

LO2 Access sources of help

LO3 Understand possible solutions to workplace problems

LO4 Understand how to apply an appropriate strategy to solve a workplace problem

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand problems/issues that arise at work	1.1 Describe the main causes of problems or issues that arise at work

Learning Outcome	Assessment Criteria
LO2 Access sources of help	2.1 Identify sources of help appropriate to a particular problem
	2.2 Extract useful information and/or advice from these sources

Learning Outcome	Assessment Criteria
LO3 Understand possible solutions to workplace problems	3.1 Suggest appropriate solutions to a workplace problem which draw on their own previous experience and that of others
	3.2 Suggest appropriate solutions to a workplace problem which draw on information/advice gained from sources of help

Learning Outcome	Assessment Criteria
LO4 Understand how to apply an appropriate strategy to solve a workplace problem	4.1 Select an appropriate problem-solving strategy to solve a work-place problem from a range of possibilities that they have identified
	4.2 Explain why they have chosen the problem-solving strategy
	4.3 Explain how the problem-solving strategy selected will be put into practice in relation to a particular problem/issue

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP54 – Self-management skills

Unit reference number: L/501/5829

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to introduce the learner to the concept of managing themselves as employees in the workplace. The learner will be required to demonstrate some self-management skills and carry out a simple review of their performance.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to manage themselves in the workplace

LO2 Demonstrate self-management skills during the working day

LO3 Evaluate self-management skills

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to manage themselves in the workplace	1.1 Identify areas in which they need to manage their time appropriately
	1.2 Describe the benefits of taking proper breaks during the working day

Learning Outcome	Assessment Criteria
LO2 Demonstrate self-management skills during the work day	2.1 Prioritise tasks and activities in order to achieve their daily objectives
	2.2 Take appropriate breaks during the working day

Learning Outcome	Assessment Criteria
LO3 Evaluate self-management skills	3.1 Carry out a review of their performance
	3.2 Identify what went well and what did not

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP57 – Managing your time

Unit reference number: K/502/3596

Level: 1

Credit value: 2

Guided Learning (GL) hours: 12

Unit aim

This unit introduces the learner to time keeping as well as elementary time management. It covers developing a sense of responsibility and control when it comes to time, how to work with appropriate people (e.g. supervisor) to identify priorities, how to identify when support might be needed and who to ask.

The unit will look at why punctuality, reliability and the need for preparation is important in the workplace.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand and demonstrate how time can be managed and plan own work activity

LO2 Know how to access support when experiencing time management problems

LO3 Understand why punctuality and reliability are important in the place of work

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand and demonstrate how time can be managed and plan own work activity	1.1 Give two examples of how time can be managed in a place of work
	1.2 Review own time management and identify areas where they could improve
	1.3 Plan own work activity, with appropriate support from others
	1.4 Carry out a work activity within planned time scale

Learning Outcome	Assessment Criteria
LO2 Know how to access support when experiencing time management problems	2.1 Describe two different time-related problems that can lead to disruption in a place of work
	2.2 Identify where they can access support when they run into difficulties with time management

Learning Outcome	Assessment Criteria
LO3 Understand why punctuality and reliability are important in the place of work	3.1 Give two examples of why punctuality is important in the place of work, identifying the consequences of not being punctual
	3.2 Identify what is meant by reliability in each of the following work related contexts: <ul style="list-style-type: none"> • production • customer service

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP58 – Being safe and healthy at work

Unit reference number: M/502/3616

Level: 1

Credit value: 2

Guided Learning (GL) hours: 12

Unit aim

This unit introduces the learner to working safely and being healthy at work. The unit covers keeping a place work safe and healthy for employees, working in a safe manner, and keeping healthy at work. It covers legislation and responsibilities for health and safety at work at an appropriate level for the work context.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be aware of health and safety rules and framework that governs their own and group behaviour in places of work

LO2 Demonstrate awareness of health and safety legislation relevant to themselves and others in a particular workplace

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be aware of the health and safety rules and framework that governs their own and group behaviour in places of work	1.1 Identify what constitutes safe and appropriate behaviour in places of work
	1.2 Recognise what constitutes inappropriate and unsafe behaviour in places of work
	1.3 Give examples of the accidents or problems that can result of inappropriate behaviour in two different places of work

Learning Outcome	Assessment Criteria
LO2 Demonstrate awareness of health and safety legislation relevant to themselves and others in a particular workplace	2.1 Behave in a safe or appropriate manner in a place of work
	2.2 Review the risks associated with inappropriate behaviour in a particular place of work

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP59 – Understanding conflict at work

Unit reference number: Y/502/3609

Level: 1

Credit value: 1

Guided Learning (GL) hours: 6

Unit aim

This unit introduces conflict in the place of work. It covers at an elementary level why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it

LO2 Understand employee rights in the place of work and recognise unacceptable behaviour

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

This unit refers to legislation relating to race, disability and equal opportunities. In 2010 new legislation was introduced (The Equality Act) which is the current legislation candidates should refer to.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it	1.1 Give three examples of common causes of conflict in a place of work
	1.2 Identify how these could be prevented

Learning Outcome	Assessment Criteria
LO2 Understand employee rights in the place of work and recognise unacceptable behaviour	2.1 Give an example of an employee right in a place of work that has been guaranteed under each of the following three areas of legislation (three examples): <ul style="list-style-type: none"> • Race Relations • Disability discrimination • Equal Opportunities
	2.2 Give 3 examples of what would be viewed as unacceptable behaviour under the terms of these three Acts (one example per Act)

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branding	Compliance Manager

Unit Handbook

DP124 – Business communication

Unit reference number: F/505/4109

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

This unit aims to develop an understanding of the process of an effective communication within a business environment, and the benefits of an effective communication strategy.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know about the benefits of effective communication in a business environment

LO2 Know about forms of communication

LO3 Know about communication in teams

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Business communication includes a range of forms of written and verbal communication in a business environment, such as e-mails, letters, texts, telephone, meetings, presentations/ demonstrations, video conferencing, etc.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about the benefits of effective communication in a business environment	1.1 Give an example of something that can go wrong if communication is not effective
	1.2 Outline the measurement benefits of effective communication

Learning Outcome	Assessment Criteria
LO2 Know about forms of communication	2.1 Identify common forms of communication
	2.2 Outline how to choose the correct communication method for specified tasks
	2.3 List examples of effective communication
	2.4 List examples of ineffective communication

Learning Outcome	Assessment Criteria
LO3 Know about communication in teams	3.1 Identify effective communication in a team
	3.2 Identify ineffective communication in a team
	3.3 Give an example of how to encourage better communication in a team

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP60 – Introduction to ICT

Unit reference number: M/501/6925

Level: Entry 3

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to introduce the learner to computer literacy.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Be able to Interact with and use an ICT system

LO2 Be able to follow recommended safe operating practices

LO3 Be able use ICT to search for, select and use information

LO4 Be able to enter, develop and present information for an agreed purpose using an ICT system

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Interact with and use an ICT system	1.1 Use correct procedures for start and shutdown of an ICT system and to open and close applications
	1.2 Use input devices
	1.3 Use output devices
	1.4 Use software applications
	1.5 Recognise and use interface features

Learning Outcome	Assessment Criteria
LO2 Follow recommended safe operating practices	2.1 List safety points to be remembered when using a computer
	2.2 Follow safe practices

Learning Outcome	Assessment Criteria
LO3 Use ICT to search for, select and use information	3.1 Use appropriate search techniques
	3.2 Select information
	3.3 Use information for an agreed purpose

Learning Outcome	Assessment Criteria
LO4 Enter, develop and present information for an agreed purpose using an ICT system	4.1 Enter information
	4.2 Format text
	4.3 Insert and position images
	4.4 Present the information for agreed purpose

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP61 – Supporting others

Unit reference number: K/501/6938

Level: Entry 3

Credit value: 3

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to help the learner be able to provide support to others, including knowing what he/she can and cannot do to support others and why, and being aware of health and safety issues.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Be aware of others who need support

LO2 Know what they can do to support others

LO3 Understand what they cannot do to support others and why

LO4 Be aware of relevant health and safety issues

LO5 Be able to support others

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Others who need support might include peers, family members.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be aware of others who need support	1.1 Describe the person(s) who needs support

Learning Outcome	Assessment Criteria
LO2 Know what they can do to support others	2.1 State one way in which they could support the person(s)

Learning Outcome	Assessment Criteria
LO3 Understand what they cannot do to support others and why	3.1 Explain what they cannot do to help or support the person(s)
	3.2 Explain why they cannot help or support the person(s) in this way

Learning Outcome	Assessment Criteria
LO4 Be aware of relevant health and safety issues	4.1 Agree relevant health and safety issues with a responsible person
	4.2 Work safely

Learning Outcome	Assessment Criteria
LO5 Be able to support others	5.1 Agree how they will support the person(s)
	5.2 Support the person(s)

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP66 – Working as a part of a group

Unit reference number: R/502/0465

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of the unit is to help the learner develop skills to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.

Many learners would benefit from completing this unit, although it might be of particular benefit to learners who are starting work, joining a new group at a place of study, or joining a team for leisure activities.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand how to contribute to working as part of a group in appropriate ways

LO2 Demonstrate how to work as an effective group member

LO3 Review the group's progress and their contribution to it

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- **Contribute to working as part of a group** includes suggesting ground rules and contributing to the planning of group and individual activities. A group involves three or more people.
- **Work as an effective group member** includes: carrying out individual and group activities; following/interpreting instructions; dealing with feedback appropriately e.g. at appropriate times and in an appropriate manner (not taking it personally); supporting others and asking for support when required.
- **Review the group's progress** includes: the progress the group has made; how they contributed; what went well and what went less well; suggestions for how they could improve their skills.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP67 – Working towards goals

Unit reference number: J/502/0463

Level: 1

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

The aim of this unit is to help the learner to understand how to identify and work towards goals appropriately.

Many learners would benefit from completing this unit, although it might be of particular benefit to learners who are starting a course, seeking employment, or taking more responsibility for their learning or key aspects of their lifestyle.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Identify and explain their goals

LO2 Prepare an action plan to meet their goal

LO3 Review progress towards achieving their goal

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- **A suitable goal** should show what the learner wants to achieve in their learning, work or personal life. It should be achievable and short-term (e.g. 3-6 weeks of part-time study). Long-term goals should be broken down, with help, to give an appropriate goal for this unit. The goal is agreed with an appropriate person (e.g. assessor, tutor or supervisor).
- **An action plan** includes: the goal, the activities needed to work towards the goal (action points), timescales and deadlines (dates for completing the activities), sources of support. The learner will follow the plan, review their progress and identify what still needs to be done and amend their action plan to reflect their progress.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 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

Learning Outcome	Assessment Criteria
LO2 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

Learning Outcome	Assessment Criteria
LO3 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

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP122 – Interpersonal skills

Unit reference number: D/505/4067

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to develop an awareness of the learner's own needs and conduct. It explores how to recognise body language and types of human behaviour.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Know own personal skills

LO2 Understand the need for time management

LO3 Know about stress in self and others

LO4 Know about different types of criticism

LO5 Be able to identify confident behaviour in self and others

LO6 Know about body language

LO7 Know the difference between aggressive, passive and assertive behaviour

Unit content

Evidence requirements

Strengths may include confidence, a hard-working attitude, good organisational skills, the ability to work well in a team, energetic, motivated, helpful, reliable, the ability to communicate well, good interpersonal skills and the ability to solve problems.

Assessment guidance

Assessment is by a learner portfolio. This can be based on any purposeful activity likely to engage the learner's interest; this will usually be most successful when related to other aspects of their work or learning.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know own personal skills	1.1 Identify: <ul style="list-style-type: none"> • own strengths • own weaknesses

Learning Outcome	Assessment Criteria
LO2 Understand the need for time management	2.1 State what time management is
	2.2 Outline ways of improving own time management

Learning Outcome	Assessment Criteria
LO3 Know about stress in self and others	3.1 Identify signs and symptoms of stress in: <ul style="list-style-type: none"> • self • others

Learning Outcome	Assessment Criteria
LO4 Know about different types of criticism	4.1 State different types of criticism

Learning Outcome	Assessment Criteria
LO5 Be able to identify confident behaviour in self and others	5.1 Identify confident behaviour in: <ul style="list-style-type: none"> • self • others

Learning Outcome	Assessment Criteria
LO6 Know about body language	6.1 Identify different examples of body language

Learning Outcome	Assessment Criteria
LO7 Know the difference between aggressive, passive and assertive behaviour	7.1 Outline examples of aggressive, passive and assertive behaviour

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP123 – Assertiveness and decision making skills

Unit reference number: F/505/0447

Level: 1

Credit value: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to develop skills that encourage the learner to become more assertive and to be able to make decisions using self-control. It will also give the opportunity for the learner to recognise the rights and responsibilities of others in given situations.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the meaning of assertiveness

LO2 Know how to prepare for personal decision making

LO3 Be able to use assertive behaviour to put forward own views in structured situations

LO4 Be able to make a reasoned decision in structured situations

Unit content

Evidence requirements

Assessment is by a learner portfolio. This can be based on any purposeful activity likely to engage the learner's interest; this will usually be most successful when related to other aspects of their work or learning.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the meaning of assertiveness	1.1 State what is meant by assertiveness
	1.2 Identify the possible advantages for self and others of using assertive behaviour
	1.3 Identify the possible disadvantages for self and others of using non-assertive behaviour

Learning Outcome	Assessment Criteria
LO2 Know how to prepare for personal decision making	2.1 Identify positive factors which can influence personal decision making
	2.2 Identify negative factors which can influence personal decision making
	2.3 State where to find advice when making specified decisions

Learning Outcome	Assessment Criteria
LO3 Be able to use assertive behaviour to put forward own views in structured situations	3.1 Use assertive behaviour to contribute own views

Learning Outcome	Assessment Criteria
LO4 Be able to make a reasoned decision in structured situations	4.1 Make a reasoned decision on a given situation
	4.2 State the process by which the decision was made

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP125 – Personal development skills

Unit reference number: K/505/4069

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to develop a learner's recognition of their own strengths, weaknesses and ways of self-improvement.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know own strengths and weaknesses

LO2 Know own skills and investigate ways of self-improvement

LO3 Understand their current life situation and relationships

LO4 Be able to set personal objectives and make action plans for self-improvement

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

- **Strengths** may include confidence, a hard-working attitude, good organisational skills, the ability to work well in a team, energetic, motivated, helpful, reliable, the ability to communicate well, good interpersonal skills and the ability to solve problems.
- **Skill** is the ability to do something well, it may relate to knowledge, aptitude, or a talent that has been identified.
- **Short term goals** are set to be achieved in the near future (possibly in a day, within a week or within a few months).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know own strengths and weaknesses	1.1 Identify: <ul style="list-style-type: none"> • personal strengths • personal weaknesses

Learning Outcome	Assessment Criteria
LO2 Know own skills and investigate ways of self-improvement	2.1 Identify personal skills learned in: <ul style="list-style-type: none"> • life • work • training
	2.2 State ways for self-improvement

Learning Outcome	Assessment Criteria
LO3 Understand their current life situation and relationships	3.1 State their current life situation including: <ul style="list-style-type: none"> • home situation • relationships

Learning Outcome	Assessment Criteria
LO4 Be able to set personal objectives and make action plans for self-improvement	4.1 Identify personal short-term goals
	4.2 Record personal short-term goals
	4.3 Produce an action plan for achieving the short-term goals

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP126 – Personal confidence and self-awareness

Unit reference number: H/505/4068

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to develop confidence, self-awareness and encourages the learner to behave positively in social situations.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand reasons for feeling confident and lacking confidence

LO2 Understand effective participation in social situations

LO3 Understand ways to manage stress

LO4 Be able to set personal objectives and plan for personal progression

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand reasons for feeling confident and lacking confidence	1.1 Identify a situation when they felt confident
	1.2 State how they behaved in this situation
	1.3 Identify a situation when they lacked confidence
	1.4 Outline how they behaved in this situation
	1.5 Identify ways in which own behaviour can affect how others view them

Learning Outcome	Assessment Criteria
LO2 Understand effective participation in social situations	2.1 Identify social situations which can feel uncomfortable
	2.2 Give reasons why a social situation can feel uncomfortable
	2.3 Give an example of behaviour which would be inappropriate in a social situation
	2.4 Identify ways in which attitude and behaviour can be changed in social situations to participate more effectively

Learning Outcome	Assessment Criteria
LO3 Understand ways to manage stress	3.1 Identify reasons for own stress
	3.2 State how to deal with feeling stressed
	3.3 Identify techniques which can help reduce stress
	3.4 State ways in which these techniques can help to reduce own stress

Learning Outcome	Assessment Criteria
LO4 Be able to set personal objectives and plan for personal progression	4.1 Identify a short term goal
	4.2 Produce an action plan which identifies ways to meet the goal
	4.3 Identify achievements which lead to attainment of the goal
	4.4 Give ways in which goal setting has contributed to own self confidence

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP127 – Improving own confidence

Unit reference number: L/505/4078

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to introduce the learner to key factors that can contribute to improving their own confidence. The learner will identify aspects of themselves and their lives that instil them with confidence and explore areas where they can develop and thereby increase their confidence. The focus of the unit is how communication skills, decision making and goal/targeting setting can lead to increased confidence.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Know about confidence

LO2 Understand how communication skills can contribute to improving confidence

LO3 Know about decision-making and associated emotions and feelings

LO4 Know how having goals/goals targets can increase confidence

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about confidence	1.1 Identify key characteristics of a confident person
	1.2 State own characteristics, skills and qualities that make them feel confident
	1.3 State things they have been successful in
	1.4 Outline the reasons why they want to improve their confidence

Learning Outcome	Assessment Criteria
LO2 Understand how communication skills can contribute to improving confidence	2.1 Outline how they think improving their communication skills will improve their confidence
	2.2 Outline why it is important to receive and respond to others with tolerance and support
	2.3 Give benefits of being able to listen to ideas and opinions
	2.4 Give benefits of being able to express own ideas and opinions

Learning Outcome	Assessment Criteria
LO3 Know about decision-making and associated emotions and feelings	3.1 Outline how making effective decisions can lead to increased confidence
	3.2 Identify an occasion when they made an important: <ul style="list-style-type: none"> • personal decision • decision with another person(s)
	3.3 State things they considered when making the: <ul style="list-style-type: none"> • personal decision • decision with another person(s)
	3.4 Give an example of an emotion/feeling that someone might experience when: <ul style="list-style-type: none"> • fully involved in the decision-making • marginally involved or excluded from the decision-making Indicate how these feelings might impact on confidence

Learning Outcome	Assessment Criteria
LO4 Know that having goals/goals targets can increase confidence	4.1 Indicate how having: <ul style="list-style-type: none"> • specific goals • setting targets can increase confidence
	4.2 State a short term goal for the following: <ul style="list-style-type: none"> • personal • career/education
	4.3 State a long term goal for the following: <ul style="list-style-type: none"> • personal • career/education
	4.4 Identify ways in which own personal and career/education goals can be achieved
	4.5 Outline the steps they will take to achieve one of the identified goals

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

DP130 – Developing group and teamwork communication skills

Unit reference number: K/506/5007

Level: 1

Credit value: 3

Guided Learning (GL) hours: 27

Unit aim

The aim of this unit is to develop teamwork skills and the various roles and responsibilities of group members. It develops an awareness of co-operation and how to give constructive criticism.

Learning outcomes

There are seven outcomes to this unit. The learner will:

LO1 Understand the roles and responsibilities associated with working in a group

LO2 Interact successfully with group members and staff in a range of contexts

LO3 Demonstrate listening and conversational skills for social interaction

LO4 Be aware of others' rights to communicate within a group situation

LO5 Recognise the importance of co-operation when working in group situations

LO6 Accept and respond to praise and criticism in a variety of context

LO7 Be aware of the role of those in authority and their relationship with them

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the roles and responsibilities associated with working in a group	1.1 Identify different roles for group members when completing specific group tasks

Learning Outcome	Assessment Criteria
LO2 Interact successfully with group members and staff in a range of contexts	2.1 Communicate appropriately to others in a range of structured situations

Learning Outcome	Assessment Criteria
LO3 Demonstrate listening and conversational skills for social interaction	3.1 Select information being communicated orally and respond appropriately, showing that the information has been understood

Learning Outcome	Assessment Criteria
LO4 Be aware of others' rights to communicate within a group situation	4.1 Allow others to express their view/responses without interrupting on a number of occasions in different group situations
	4.2 Discuss why this is important

Learning Outcome	Assessment Criteria
LO5 Recognise the importance of co-operation when working in group situations	5.1 Identify a number of situations when co-operation is necessary to achieve a group task

Learning Outcome	Assessment Criteria
LO6 Accept and respond to praise and criticism in a variety of context	6.1 Identify the appropriate response to praise and constructive criticism from group members in different structured contexts

Learning Outcome	Assessment Criteria
LO7 Be aware of the role of those in authority and their relationship with them	7.1 Identify their relationship with those in authority

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SMP1 – Create an online profile using social media

Unit reference number: T/507/2882

Level: 1

Credit value: 6

Guided Learning (GL) hours: 47

Unit aim

This aim of this unit is to provide the knowledge and understanding to know how social media can be used to increase their potential employment opportunities by promoting their online profile. It will also allow the learner to be aware of the range and risks of social media applications that they could use and to understand how to make best use of them.

Learning outcomes

There are five outcomes to this unit. The learner will:

LO1 Know how social media applications are used

LO2 Know how to create an online profile

LO3 Know the risks of promoting an online profile through social media

LO4 Know how to use social media to identify employment opportunities

LO5 Know how to communicate with employers using social media

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to Council for Administration NOS, CSD22 Develop a customer service network through social media platforms and Marketing 4.3.8 Market to target customers using digital/electronic media

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for social media and digital marketing.

Evidence requirements

Learners will be required to provide a portfolio of evidence indicating that they have met all the unit outcomes and assessment criteria.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how social media applications are used	1.1 Identify common social networking sites
	1.2 Describe what is meant by an online identity
	1.3 Describe ways in which social networks can be accessed
	1.4 Identify the guidelines and ethical considerations concerning the use of social networks

Learning Outcome	Assessment Criteria
LO2 Know how to create an online profile	2.1 State what information and media must be included when creating an online profile
	2.2 State what is required for a secure on-line password
	2.3 Describe the privacy levels available for social media accounts
	2.4 State the importance of adding appropriate contacts and digital media to an online profile
	2.5 State how to recognise and avoid common online scams

Learning Outcome	Assessment Criteria
LO3 Know the risks of promoting an online profile through social media	3.1 Describe how social media is used to promote online profiles
	3.2 Describe the risks of using social networks to promote an online profile

Learning Outcome	Assessment Criteria
LO4 Know how to use social media to identify employment opportunities	4.1 State how social media can be used to identify employment opportunities
	4.2 Describe the advantages of using social media to identify employment opportunities

Learning Outcome	Assessment Criteria
LO5 Know how to communicate with employers using social media	5.1 Describe how to encourage endorsements and positive feedback from others
	5.2 State the importance of using hashtags, tagging and sharing to promote an online profile
	5.3 State the advantages of blogs and blogging to promote an online profile

Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

Unit Handbook

DP86 – Introduction to looking after customers in a retail environment

Unit reference number: F/501/9523

Level: Entry 3

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

This unit is about the learner helping to greet and help a limited number of customers with their enquiries. The learner will be expected to work under close supervision in the retail environment.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know how to project positive impression of self/company to customers

LO2 Know how to communicate with customers

LO3 Know how to deal with customer enquiries

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Assessment may be carried out in a simulated environment or a realistic working environment (RWE).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to project positive impression of self/company to customers	1.1 State why personal appearance and following dress code is important to giving a positive impression
	1.2 State how to greet customers in a positive way

Learning Outcome	Assessment Criteria
LO2 Know how to communicate with customers	2.1 Use appropriate and clear language, tone, manner and body language when communicating with customers

Learning Outcome	Assessment Criteria
LO3 Know how to deal with customer enquiries	3.1 Identify a range of customer enquiries common to a retailer
	3.2 Respond politely to simple enquiries

Document History

Version	Issue Date	Changes	Role
v1.0	12/09/2023	Rebranded	Qualification Administrator

Unit Handbook

DP93 – Introduction to retail skills

Unit reference number: H/501/5190

Level: Entry 3

Credit value: 3

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to help the learner understand the importance of good customer care and basic retail awareness.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Recognise good retail practice in a sales area

LO2 Recognise what constitutes good customer care

LO3 Recognise how to make a sale

LO4 Recognise how to work safely

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Assessment may be carried out in a simulated environment or a realistic working environment (RWE).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise good retail practice in a sales area	1.1 List at least two benefits of keeping a sales/display area attractive, clean and tidy

Learning Outcome	Assessment Criteria
LO2 Recognise what constitutes good customer care	2.1 Demonstrate how to welcome a customer
	2.2 Demonstrate how to provide information and advice to a customer

Learning Outcome	Assessment Criteria
LO3 Recognise how to make a sale	3.1 Serve a customer
	3.2 Take part in a sales transaction

Learning Outcome	Assessment Criteria
LO4 Recognise how to work safely	4.1 Identify fire procedures and fire hazards in the workplace
	4.2 Identify the importance of safe manual lifting and handling of goods and materials
	4.3 Demonstrate safe working practices individually and in relation to others

Document History

Version	Issue Date	Changes	Role
1.0	12/09/2023	Rebranded	Qualification Administrator

Unit Handbook

DP94 – Introduction to the hospitality industry

Unit reference number: A/502/4834

Level: Entry 3

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

The aim of this unit is to provide the learner with a general introduction to the hospitality industry including: food preparation and cooking, food and drinks service, accommodation services and guest services.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know the main outlets in the hospitality industry

LO2 Know the job opportunities within the hospitality industry

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Assessment may be carried out in a simulated environment or a realistic working environment (RWE).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the main outlets in the hospitality industry	1.1 Give examples of outlets in the hospitality industry
	1.2 State different services offered within the hospitality industry

Learning Outcome	Assessment Criteria
LO2 Know the job opportunities within the hospitality industry	2.1 List job roles in the hospitality industry
	2.2 List the job opportunities available in the industry

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

IH01 – Customer service in the hospitality industry

Unit reference number: J/502/4898

Level: 1

Credit value: 3

Guided Learning (GL) hours: 20

Unit aim

The unit aims to provide learners with a basic understanding of the importance of good customer service within the hospitality industry.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Know the benefits of good customer service

LO2 Be able to communicate with customers in the hospitality environment

LO3 Know the importance of good personal presentation

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Assessment may be carried out in a simulated environment or a realistic working environment (RWE).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the benefits of good customer service	1.1 Outline what good customer service is
	1.2 State the benefits of good customer service
	1.3 Give examples of good service for different customer groups within the industry

Learning Outcome	Assessment Criteria
LO2 Be able to communicate with customers in the hospitality environment	2.1 Identify the benefits of good communication
	2.2 State how to deal with routine customer needs
	2.3 Communicate positively in a hospitality environment (to include verbal and non-verbal communication)

Learning Outcome	Assessment Criteria
LO3 Know the importance of good personal presentation	3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment
	3.2 Identify different dress codes for roles in a hospitality environment

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

IH09 – Using kitchen equipment

Unit reference number: T/502/5075

Level: 1

Credit value: 1

Guided Learning (GL) hours: 10

Unit aim

Learners will be able to give examples of large and small kitchen equipment and describe how they are used and the safety requirements for using them. They will be able to use different kitchen equipment for routine tasks and follow correct procedures when cleaning equipment.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know about different types of kitchen equipment

LO2 Select and use kitchen equipment

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Assessment may be carried out in a simulated environment or a realistic working environment (RWE).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about different types of kitchen equipment	1.1 Give examples of large kitchen equipment and describe how they are used
	1.2 Give examples of small kitchen equipment and hand tools and describe how they are used
	1.3 State the safety requirements for using kitchen equipment

Learning Outcome	Assessment Criteria
LO2 Select and use kitchen equipment	2.1 Select the correct equipment for routine tasks
	2.2 Use different kitchen equipment for routine tasks safely and hygienically
	2.3 Follow correct procedures when cleaning equipment

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

IH10 – Serving food and drink

Unit reference number: F/502/4835

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit introduces the learner to food and drink service and involves working with others to serve food and drink, assisting in the preparation/assembly of food and drink and assisting in the safe and hygienic preparation, maintenance and cleaning of service areas.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Be able to serve food and drink to customers

LO2 Be able to work as part of a food and drink service team

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Assessment may be carried out in a simulated environment or a realistic working environment (RWE).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Serve food and drink to customers	1.1 List the stages in serving the customer food and drink
	1.2 Serve food and drink to customers, politely, safely and hygienically

Learning Outcome	Assessment Criteria
LO2 Work as part of a food and drink service team	2.1 State how to work well as part of a food and drink service team
	2.2 Work with others to serve food and drink
	2.3 Assist in the preparation/assembly of food and drink
	2.4 Assist in the safe and hygienic preparation, maintenance and cleaning of service areas

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

IH11 – Basic food preparation

Unit reference number: J/600/0711

Level: Entry 3

Credit value: 2

Guided Learning (GL) hours: 20

Unit aim

This unit introduces learners to preparing food for cold presentation or for cooking safely and hygienically.

Learning outcomes

There is one outcome to this unit. The learner will:

LO1 Be able to prepare food for cold presentation or cooking

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit. The guide for tutor/trainers can be found in the Skillsfirst tutor/trainer guidance handbook.

Assessment guidance

Assessment may be carried out in a simulated environment or a realistic working environment (RWE).

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Be able to prepare food for cold presentation or cooking	1.1 Select the correct ingredients for basic dishes
	1.2 Choose the correct equipment and handle safely and hygienically
	1.3 Prepare food items for cold presentation or cooking safely and hygienically
	1.4 Set aside or store prepared food items ready for use according to instructions
	1.5 Clean work areas and equipment safely and hygienically during and after preparing food

Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

DPC1 Document History

Version	Issue Date	Changes	Role
v5	19/09/2023	Formatting and re-branding	Product and Regulation Manager