



Handbook

AWPC1 – VTCT (Skillsfirst) Level 1 Certificate in
Adapting Work Practice to Support Remote Working
(RQF)

603/6057/4

Version 2.0

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

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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.....	7
4.1 Resources	7
4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/verify assessments.....	7
4.3 Deliverers, assessors and internal moderators/verifiers	7
4.4 Continuous professional development (CPD).....	7
4.5 Total Qualification Time (TQT)	7
5 Assessment	8
5.1 Summary of assessment methods	8
5.2 Suggested delivery strategy	8
5.3 Characteristics of assessment guidance	8
5.4 Types of evidence	8
5.5 Professional discussion	8
5.6 Simulation and witness testimony.....	9
5.6.1 Simulation	9
5.6.2 Witness testimony	9
5.7 Recognition of prior learning (RPL)	9

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Certificate in Adapting Work Practice to Support Remote Working (RQF)
Qualification number	603/6057/4
Product code	AWPC1
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	127
Guided Learning (GL) hours	105
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 this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

The Skillsfirst Level 1 Certificate in Adapting Work Practice to Support Remote Working (RQF) is aimed at those learners who:

- are relatively new to working from home and have been used to an 'office-based' working environment
- have to work remotely as part of their job role
- might be looking to become home-based in the future or are self-employed
- are currently unemployed and applying for jobs with remote or home working

The qualification is intended to provide learners with an awareness of:

- remote methods of communication
- how to create and maintain remote working relationships,
- professional networking and use of digital skills
- the importance of self-motivation and a working environment that encourages positive well-being and a work/life balance

2.2 Progression opportunities

On completion of this qualification, the learner may progress into further learning, employment or onto other Skillsfirst qualifications, such as the:

- VTCT (Skillsfirst) Level 1 Award in Ways to Maintain Personal Well-being (RQF)
- VTCT (Skillsfirst) Level 1 Certificate in Maintaining Personal Well-being at Work (RQF)
- VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF)
- VTCT (Skillsfirst) Level 1 Award in Developing Employability Skills (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Certificate in Adapting Work Practice to Support Remote Working (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **127**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
AWP1	Understanding methods of remote business communication	1	24	Y/618/2527
AWP2	Maintaining remote working relationships	1	24	D/618/2528
AWP3	Maintaining a remote digital work profile	1	18	H/618/2529
AWP4	Maintaining a personal healthy well-being environment	1	21	Y/618/2530
AWP5	Principles of self-motivation	1	18	D/618/2531

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/verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the Skillsfirst Level 1 Award in Infection Prevention and Control in the Workplace (RQF) and includes the:

- occupational expertise of those who deliver, assess and moderate/verify assessments
- continuous professional development
- summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

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

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.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their 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

4.5 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 Skillsfirst Level 1 Certificate in Adapting Work Practice to Support Remote Working (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within the unit.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the unit 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.

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

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
- review and tutorial records
- report
- diary
- Worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

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.

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. All units within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

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

Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

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

AWP1 – Understanding methods of remote business communication

Unit reference number: Y/618/2527

Level: 1

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of digital communication in the business environment and the different uses and types of video conference. The learner will also gain a knowledge and understanding of how to effectively make and receive telephone calls.

Learning outcomes

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

LO1 Principles of digital communication in the business environment

LO2 Use video conferencing

LO3 Make and receive telephone calls

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Audience could include:

- work colleagues
- line manager
- people external to the business

People could include:

- work colleagues
- line manager
- people external to the business

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Principles of digital communication in the business environment	1.1 Describe methods of digital communication in the business environment
	1.2 Describe the purpose of the different types of digital communication
	1.3 Describe how to select the type of digital communication to meet the audience needs
	1.4 Explain the importance of spelling, punctuation and grammar when using digital communication in the business environment
	1.5 Describe the use of an intranet in the business environment

Learning Outcome	Assessment Criteria
LO2 Use video conferencing	2.1 Describe how to prepare for online meetings
	2.2 Describe ways of presenting information and ideas clearly
	2.3 Describe methods of active listening
	2.4 Explain the importance of ensuring that everyone has the opportunity to speak

Learning Outcome	Assessment Criteria
LO3 Make and receive telephone calls	3.1 Identify the different purposes for making a call
	3.2 Describe how to identify callers and their needs
	3.3 Describe ways of obtaining the name and number of people that need to be contacted
	3.4 Describe how to communicate information to achieve the purpose of the call
	3.5 Explain the purpose of giving accurate and up to date information to callers
	3.6 Explain the purpose of summarising the outcomes of a telephone conversation before ending the call

AWP1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

AWP2 – Maintaining remote working relationships

Unit reference number: D/618/2528

Level: 1

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of remote team working and to gain an understanding of how to manage and improve their own performance.

Learning outcomes

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

LO1 Remote team working

LO2 Manage and improve own performance

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Remote team working	1.1 State advantages of working with others to achieve goals and objectives
	1.2 Describe the role of being a member of a remote team
	1.3 Describe the importance of maintaining a team spirit
	1.4 Identify who to consult if unsure about policies, objectives, systems and values
	1.5 Describe situations in which remote team members might need support

Learning Outcome	Assessment Criteria
LO2 Manage and improve own performance	2.1 State the purpose of setting achievable standards for own work
	2.2 Identify the benefits of being ready to take on new challenges and adapt to change
	2.3 Describe the benefits of treating others with honesty, respect and consideration
	2.4 Identify types of behaviour at work that show honesty, respect and consideration
	2.5 State the purpose of continuously improving own work
	2.6 State the purpose of accepting feedback from others
	2.7 Describe how learning and development can: <ul style="list-style-type: none"> • improve own work • benefit an organisation • further own career

AWP2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

AWP3 – Maintaining a remote digital work profile

Unit reference number: H/618/2529

Level: 1

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to promote a positive image on screen. It will also provide learners with an understanding of how to carry out professional networking using a digital platform

Learning outcomes

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

LO1 Promote a positive image on screen

LO2 Professional networking using a digital platform

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Different circumstances could include:

- formal discussions or meetings
- informal discussions or meetings

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Promote a positive image on screen	1.1 State the importance of making a good first impression
	1.2 State the importance of positioning the camera to promote a positive image
	1.3 Describe the dress requirements for different circumstances
	1.4 Identify behaviours that promote a good image of the organisation
	1.5 Describe the types of personal appearance that could cause a negative image

Learning Outcome	Assessment Criteria
LO2 Professional networking using a digital platform	2.1 Identify the digital platforms that promote business networking
	2.2 State the importance of using digital platforms to network with other professionals
	2.3 Describe methods of generating business using digital platforms
	2.4 Describe how to relate to other professionals in a positive manner

AWP3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

AWP4 – Maintaining a personal healthy well-being environment

Unit reference number: Y/618/2530

Level: 1

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of personal and mental well-being. It will also provide learners with an understanding of how to maintain personal well-being whilst working remotely.

Learning outcomes

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

LO1 Principles of personal and mental well-being

LO2 Maintaining personal well-being

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Types of **mental health disorders** could include:

- depression
- anxiety
- eating disorders
- substance abuse
- attention deficit disorder (ADD/ADHD)

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Principles of personal and mental well-being	1.1 Describe what is meant by: <ul style="list-style-type: none"> • personal well-being • mental well-being
	1.2 Explain the importance of having a good personal and mental well-being
	1.3 Describe the risks to mental well-being of remote working
	1.4 Identify the signs and symptoms of mental health disorders
	1.5 Describe how diet is linked to health
	1.6 Identify the components of a healthy diet
	1.7 Explain the role of nutrients in maintaining health

Learning Outcome	Assessment Criteria
LO2 Maintaining personal well-being	2.1 Describe the importance of building connections with friends, family and others
	2.2 Describe the difference between positive and negative connections
	2.3 Explain the benefits of daily physical activities
	2.4 Describe the physical activities available for a range of mobility and fitness
	2.5 Describe what is meant by mindfulness
	2.6 Describe the importance of reflection to developing mindfulness
	2.7 Describe how providing generosity and support to others can enable personal well-being

AWP4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

Unit Handbook

AWP5 – Principles of self-motivation

Unit reference number: D/618/2531

Level: 1

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of self-motivation. It will also provide learners with an understanding of how to use self-motivation to meet work outcomes.

Learning outcomes

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

LO1 Introduction to self-motivation

LO2 Know how to use self-motivation to meet work outcomes

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Resilience is a person's capacity to respond to challenging work pressure and continue to meet work outcomes.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to self-motivation	1.1 State the importance of self-motivation in a remote working environment
	1.2 Describe how resilience supports remote working practice
	1.3 State the personal benefits of being self-motivated
	1.4 Describe methods of self-motivating in a remote working environment
	1.5 Describe how to plan the work and home life-balance whilst working from a home environment

Learning Outcome	Assessment Criteria
LO2 Know how to use self-motivation to meet work outcomes	2.1 State the purpose and benefits of agreeing and setting high standards for own work
	2.2 Describe ways of setting high standards for work
	2.3 Describe how to plan and manage workloads and priorities using time management tools and techniques
	2.4 State the purpose and benefits of: <ul style="list-style-type: none"> • taking on new challenges if they arise • adapting to change in working practices • exceeding work outcome expectations

AWP5 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Rebranded	Qualifications Administrator

AWPC1 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator