



Handbook

RWC2 – VTCT (Skillsfirst) Level 2 Certificate in
Returning to the Workplace (RQF)

603/7224/2

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.....	9
4.1 Resources	9
4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/ verify assessments.....	9
4.3 Deliverers, assessors and internal moderators/verifiers	9
4.4 Continuous professional development (CPD).....	9
4.5 Total Qualification Time (TQT)	9
5 Assessment	10
5.1 Summary of assessment methods	10
5.2 Suggested delivery strategy	10
5.3 Characteristics of assessment guidance	10
5.4 Types of evidence	10
5.5 Professional discussion	10
5.6 Simulation and witness testimony.....	11
5.6.1 Simulation	11
5.6.2 Witness testimony	11
5.7 Recognition of prior learning (RPL)	11
6 Units	12

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate in Returning to the Workplace (RQF)
Qualification number	603/7224/2
Product code	RWC2
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)	231
Guided Learning (GL) hours	201
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
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 2 Certificate in Returning to the Workplace (RQF) has been designed to provide opportunities for experienced unemployed learners to meet the demands of the post-COVID job market and assist them to develop new and/or existing occupational skills and knowledge. It includes essential units for the modern workplace, including using remote business communication, operating effectively, solving work problems, infection prevention and control and managing and improving their performance.

It also gives learners the flexibility to focus on their chosen career path within nine different occupational areas:

- business support
- retail
- food service
- sales
- Warehousing
- housekeeping
- adult care
- child care
- digital skills for business

2.2 Progression opportunities

On completion of this qualification, the learner may progress into employment or onto other similar vocationally-based Skillsfirst qualifications at a similar or higher level of competence.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Returning to the Workplace (RQF) learners must achieve all **5** mandatory units from Group M and a further **3** units from **1** of the occupational Groups A-I.

The minimum TQT required to achieve this qualification is **231**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M): All units				
RWM1	Operating effectively in a workplace	2	24	M/618/6597
RWM2	Managing and improving own performance in a workplace	2	28	T/618/6598
RWM3	Understanding methods of remote business communication	2	24	A/618/6599
RWM4	Solving problems at work	2	21	H/618/6660
RWM5	Principles of infection prevention and control in the workplace	2	32	K/618/6601

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group A): Business support units				
RWA1	Providing administrative services	2	26	A/618/6604
RWA2	Managing information and producing documents	2	26	F/618/6605
RWA3	Maintaining stationery supplies	2	24	J/618/6606

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group B): Retail units				
RWB1	Understanding security and loss prevention in a retail business	2	28	L/618/6607
RWB2	Understanding the handling of customer payments in a retail business	2	24	R/618/6608
RWB3	Understanding the control, receipt and storage of stock in a retail business	2	24	Y/618/6609

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group C): Food service units				
RWC1	Providing a counter and takeaway service	2	26	L/618/6610
RWC2	Providing a table service	2	24	R/618/6611
RWC3	Serving alcoholic drinks and beverages	2	28	Y/618/6612

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group D): Sales units				
RWD1	Understanding sales techniques and processes	2	30	D/618/6613
RWD2	Principles of online selling	2	24	H/618/6614
RWD3	Understanding sales targets	2	24	K/618/6615

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group E): Housekeeping units				
RWE1	Carrying out periodic room servicing and deep cleaning	2	26	M/618/6616
RWE2	Cleaning and protecting floors, carpets and soft furnishings	2	24	T/618/6617
RWE3	Collecting linen and making beds	2	24	A/618/6618

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group F): Warehousing units				
RWF1	Picking goods and processing orders	2	24	F/618/6619
RWF2	Wrapping, packing and assembling goods for dispatch	2	24	T/618/6620
RWF3	Moving and handling goods	2	24	A/618/6621

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group G): Adult care units				
RWG1	Understanding the role of the adult care worker	2	24	F/618/6622
RWG2	Understanding person-centred approaches in adult care settings	2	32	J/618/6623
RWG3	Principles of communication in adult care settings	2	24	L/618/6624

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group H): Child care units				
RWH1	Understanding the principles of babies and young children development	2	28	R/618/6625
RWH2	Understanding the safeguarding of babies and young children	2	26	Y/618/6626
RWH3	Working with others in a babies and young children work setting	2	24	D/618/6627

Product code	Unit title	Level	GLH	Unit reference number
Optional units (Group I): Digital skills for business units				
RWI1	How to communicate in business using digital platforms	2	26	H/618/6628
RWI2	How to be safe and responsible online in the business environment	2	24	K/618/6629
RWI3	How to create and edit digital information for business use	2	26	D/618/6630

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 2 Certificate in Returning to 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 2 Certificate in Returning to the Workplace (RQF), learners will be required to provide a portfolio of evidence which meets all the skills and knowledge requirements within each unit being claimed for competence.

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

RWM1 – Operating effectively in a workplace

Unit reference number: M/618/6597

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to respect other people at work, how to maintain and deal with concerns about security and confidentiality at work and the purpose and procedures for keeping waste to a minimum in a workplace. The learner will also gain an understanding of how to support sustainability in an organisation.

Learning outcomes

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

LO1 Understand how to respect other people at work

LO2 Know how to maintain security and confidentiality at work and deal with concerns

LO3 Understand the purpose and procedures for keeping waste to a minimum in a workplace

LO4 Know how to support sustainability in an organisation

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to respect other people at work	1.1 Describe what is meant by diversity and why it should be valued
	1.2 Describe how to treat other people in a way that is sensitive to their needs
	1.3 Describe how to treat other people in a way that respects their abilities, background, values, customs and beliefs
	1.4 Describe ways in which it possible to learn from others at work

Learning Outcome	Assessment Criteria
LO2 Know how to maintain security and confidentiality at work and deal with concerns	2.1 Describe the purpose and benefits of maintaining security and confidentiality at work
	2.2 Describe requirements for security and confidentiality in an organisation
	2.3 Describe legal requirements for security and confidentiality

Learning Outcome	Assessment Criteria
LO3 Understand the purpose and procedures for keeping waste to a minimum in a workplace	3.1 Explain the purpose of keeping waste to a minimum
	3.2 Describe the main causes of waste that may occur in a business environment
	3.3 Describe ways of keeping waste to a minimum
	3.4 Identify ways of using technology to reduce waste
	3.5 Outline the purpose and benefits of recycling

Learning Outcome	Assessment Criteria
LO4 Know how to support sustainability in an organisation	4.1 Outline the purpose of improving efficiency and minimising waste
	4.2 Describe ways of improving own working methods and use of technology to achieve efficiency and reduce waste

RWM1 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

Unit Handbook

RWM2 – Managing and improving own performance in a workplace

Unit reference number: T/618/6598

Level: 2

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to plan work and be accountable to others, how to manage own time and workload and how to use self-motivation to meet work outcomes. The learner will also gain an understanding of how to behave in a way that supports effective working, how to adapt performance to meet changing situations and the principles of team working.

Learning outcomes

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

LO1 Know how to plan work and be accountable to others

LO2 Know how to manage own time and workload

LO3 Understand how to behave in a way that supports effective working

LO4 Understand how to adapt performance to meet changing situations

LO5 Understand the principles of team working

LO6 Know how to use self-motivation to meet work outcomes

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to plan work and be accountable to others	1.1 Explain the purpose of planning work, and being accountable to others for own work
	1.2 Explain the purpose and benefits of: <ul style="list-style-type: none"> • agreeing realistic targets for work • letting other people know work plans need to be changed • recognising and learning from mistakes
	1.3 Explain how to agree realistic targets
	1.4 Describe ways of planning work to meet agreed deadlines
	1.5 Explain the purpose of keeping other people informed about progress

Learning Outcome	Assessment Criteria
LO2 Know how to manage own time and workload	2.1 Describe how to plan and manage workloads and priorities using time management tools and techniques
	2.2 Describe how to take action to minimise distractions that are likely to limit the effective management of time and the achievement of objectives
	2.3 Explain the benefits of achieving an acceptable 'work-life balance'

Learning Outcome	Assessment Criteria
LO3 Understand how to behave in a way that supports effective working	3.1 Explain the purpose and benefits of treating others with honesty, respect and consideration
	3.2 Explain why own behaviour in the workplace is important
	3.3 Describe types of behaviour at work that show honesty, respect and consideration and those that do not

Learning Outcome	Assessment Criteria
LO4 Understand how to adapt performance to meet changing situations	4.1 Explain how change can benefit an organisation, team and individual
	4.2 Describe ways of adapting own performance to meet changes
	4.3 Explain the possible effects of changes on own values
	4.4 Explain the benefits of responding positively to changes

Learning Outcome	Assessment Criteria
LO5 Understand the principles of team working	5.1 Explain the purpose of working with other people to achieve goals and objectives
	5.2 Identify situations in which working with others can achieve positive results
	5.3 Explain the purpose and benefits of agreeing work goals and plans when working with others
	5.4 Describe situations in which team members might support each other
	5.5 Describe ways of providing support to other people in a team
	5.6 Explain the purpose of agreeing quality measures with a team

Learning Outcome	Assessment Criteria
LO6 Know how to use self-motivation to meet work outcomes	6.1 State the purpose and benefits of agreeing and setting high standards for own work
	6.2 Describe ways of setting high standards for work
	6.3 Describe how to plan and manage workloads and priorities using time management tools and techniques
	6.4 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

RWM2 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

Unit Handbook

RWM3 – Understanding methods of remote business communication

Unit reference number: A/618/6599

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to use video conferencing. It will also provide learners with an understanding of the principles of digital communication.

Learning outcomes

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

LO1 Understand principles of digital communication

LO2 Understand how to use video conferencing

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand principles of digital communication	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
	1.5 Describe the use of an intranet in the business environment

Learning Outcome	Assessment Criteria
LO2 Understand how to 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

RWM3 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

Unit Handbook

RWM4 – Solving problems at work

Unit reference number: H/618/6660

Level: 2

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to recognise work problems and their causes and how to review approaches and solutions to work problems. It will also provide learners with an understanding of the techniques for solving work problems.

Learning outcomes

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

LO1 Know how to recognise work problems and their causes

LO2 Understand techniques for solving work problems

LO3 Know how to review approaches and solutions to work problems

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to recognise work problems and their causes	1.1 Outline ways of recognising when a work problem exists
	1.2 Describe how to identify possible causes of work problems

Learning Outcome	Assessment Criteria
LO2 Understand techniques for solving work problems	2.1 Describe different ways of solving a work problem
	2.2 Outline different ways of planning to solve a work problem
	2.3 Give reasons for having support and feedback from others when solving the work problem
	2.4 Explain the purpose of checking progress and adjusting approaches to solving a work problem
	2.5 Describe ways of recognising when a work problem has been solved

Learning Outcome	Assessment Criteria
LO3 Know how to review approaches and solutions to work problems	3.1 Outline ways of reviewing approaches to solving work problems
	3.2 Outline ways of reviewing the effectiveness of solutions to work problems

RWM4 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

Unit Handbook

RWM5 – Principles of infection prevention and control in the workplace

Unit reference number: K/618/6601

Level: 2

Guided Learning (GL) hours: 32

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to maintain personal hygiene to prevent infection in the workplace. It will also provide learners with an understanding of how to maintain infection prevention and control in the workplace.

Learning outcomes

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

LO1 Know how to maintain personal hygiene to prevent infection in the workplace

LO2 Know how to maintain infection prevention and control in the workplace

Unit content

Evidence requirements

Learners must provide a portfolio of evidence.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to maintain personal hygiene to prevent infection in the workplace	1.1 Describe personal hygiene practices relating to: <ul style="list-style-type: none"> • personal protective equipment (PPE) • hand washing to protect against infection
	1.2 Describe how to promote good hand hygiene for all staff and others
	1.3 Identify the importance of using PPE to prevent infection in the workplace

Learning Outcome	Assessment Criteria
LO2 Know how to maintain infection prevention and control in the workplace	2.1 Describe what is meant by: <ul style="list-style-type: none"> • cleaning • disinfecting • sanitising
	2.2 Describe the importance of maintaining infection prevention and control in the workplace
	2.3 Identify the importance of environmental cleaning and disinfection
	2.4 Describe how to carry out regular environmental cleaning and disinfection
	2.5 Describe the potential impacts of not maintaining infection prevention and control in the workplace

RWM5 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

Unit Handbook

RWA1 – Providing administrative services

Unit reference number: A/618/6604

Level: 2

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to make and receive telephone calls, handle mail, manage diary systems and use different types of office equipment. It will also provide learners with an understanding of how to make arrangements for meetings and how to keep waste to a minimum in a business environment.

Learning outcomes

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

LO1 Understand how to make and receive telephone calls

LO2 Understand how to handle mail

LO3 Understand how to use different types of office equipment

LO4 Understand how to keep waste to a minimum in a business environment

LO5 Know how to make arrangements for meetings

LO6 Understand diary management procedures

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how to make and receive telephone calls	1.1 Outline how a caller's experiences affect their view of an organisation
	1.2 State the importance of following organisational standards and procedures when making and receiving telephone calls
	1.3 Describe why it is important to follow security and data protection procedures when using a telephone system
	1.4 State the information to be given out when transferring calls, taking or leaving messages

Learning Outcome	Assessment Criteria
LO2 Understand how to handle mail	2.1 Explain how to deal with "junk" mail
	2.2 Describe what to do in the event of problems arising when dealing with incoming or outgoing mail
	2.3 Explain how to prepare packages for distribution
	2.4 State types of organisational policies and procedures on: <ul style="list-style-type: none"> • mail handling, security and the use of courier services • reporting suspicious or damaged items

Learning Outcome	Assessment Criteria
LO3 Understand how to use different types of office equipment	3.1 Describe how to use different types of office equipment
	3.2 Explain the reasons for following manufacturer's and organisational instructions when operating equipment
	3.3 Describe the types of equipment faults likely to be experienced and the correct way of dealing with these

Learning Outcome	Assessment Criteria
LO4 Understand how to keep waste to a minimum in a business environment	4.1 Explain the purpose of keeping waste to a minimum
	4.2 Describe the main causes of waste that may occur in a business environment
	4.3 Describe ways of keeping waste to a minimum
	4.4 Identify ways of using technology to reduce waste
	4.5 Outline the purpose and benefits of recycling
	4.6 Describe types of organisational procedures for recycling materials

Learning Outcome	Assessment Criteria
LO5 Know how to make arrangements for meetings	5.1 Describe the role and responsibilities for supporting the organiser of the meeting
	5.2 Describe different types of meetings and their main features
	5.3 Describe how to help plan meetings to meet agreed aims and objectives
	5.4 Describe the types of resources that may be needed for different types of meetings
	5.5 Describe health, safety and security arrangements to follow when organising meetings
	5.6 Describe how to help the meeting organiser during the meeting
	5.7 Describe procedures for clearing and vacating a meeting room

Learning Outcome	Assessment Criteria
LO6 Understand diary management procedures	6.1 Explain the purpose of using a diary system
	6.2 Describe different types of diary systems
	6.3 Describe the types of information needed for diary entries
	6.4 Explain the purpose of keeping a diary system up to date
	6.5 Explain the purpose of communicating changes to those affected

RWA1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWA2 – Managing information and producing documents

Unit reference number: F/618/6605

Level: 2

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to use electronic devices and handle digital and paper based information and the procedures to be followed when producing documents. It will also provide learners with an understanding of the purpose of digital information in a business environment and the purpose of producing documents that are fit-for-purpose.

Learning outcomes

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

LO1 Understand the purpose of digital information in a business environment

LO2 Know how to use electronic devices and handle digital and paper based information

LO3 Understand the purpose of producing documents that are fit-for-purpose

LO4 Know the procedures to be followed when producing documents

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the purpose of digital information in a business environment	1.1 Describe the types of digital information found in business organisations
	1.2 Explain the need for safe storage and efficient retrieval of digital information
	1.3 Describe the features of different types of systems used for storage and retrieval of digital information
	1.4 Describe the legal requirements for storing business information

Learning Outcome	Assessment Criteria
LO2 Know how to use electronic devices and handle digital and paper based information	2.1 Identify different types of electronic devices that may be used to handle digital and paper based information
	2.2 Outline the benefits of using electronic devices to handle digital and paper based information
	2.3 Describe how electronic devices can be used to handle digital and paper based information

Learning Outcome	Assessment Criteria
LO3 Understand the purpose of producing documents that are fit-for-purpose	3.1 Identify reasons for producing documents that are fit-for-purpose
	3.2 Describe different types and styles of documents and when they are used

Learning Outcome	Assessment Criteria
LO4 Know the procedures to be followed when producing documents	4.1 Identify reasons for agreeing the purpose, content, layout, quality standards and deadlines for the production of documents
	4.2 Describe ways of checking finished documents for accuracy and correctness, and the purpose of doing so
	4.3 Explain the purpose of confidentiality and data protection procedures when preparing documents
	4.4 Compare different types of documents that may be produced from notes and the formats to be followed

RWA2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWA3 – Maintaining stationery supplies

Unit reference number: J/618/6606

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of why stationery stock needs to be available. It will also provide learners with an understanding of how to maintain stationery stock levels.

Learning outcomes

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

LO1 Understand why stationery stock needs to be available

LO2 Understand how to maintain stationery stock levels

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand why stationery stock needs to be available	1.1 Explain the purpose of ensuring that stationery stock is maintained and controlled
	1.2 Describe factors that may affect the future level of demand for stationery stock
	1.3 Explain the purpose of making sure value for money is obtained when ordering stock

Learning Outcome	Assessment Criteria
LO2 Understand how to maintain stationery stock levels	2.1 Explain how to carry out a stock-take of stationery stock items
	2.2 Describe how to order, receive, store and dispose of stationery items
	2.3 Describe types of problems that may occur with deliveries and stationery stock items

RWA3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWB1 – Understanding security and loss prevention in a retail business

Unit reference number: L/618/6607

Level: 2

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the range of security risks faced by a retail business, what actions can be taken to prevent crime in a retail business and how to deal with security incidents. It will also provide learners with an understanding of the effect which crime has on a retail business and its staff.

Learning outcomes

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

LO1 Know the range of security risks faced by a retail business

LO2 Understand the effect which crime has on a retail business and its staff

LO3 Know what actions can be taken to prevent crime in a retail business

LO4 Know how to deal with security incidents

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the range of security risks faced by a retail business	1.1 Describe the types of criminal activity which commonly occur in retail businesses
	1.2 Identify the types of merchandise at greatest risk of theft and the reason for this

Learning Outcome	Assessment Criteria
LO2 Understand the effect which crime has on a retail business and its staff	2.1 Describe how crime can affect the profits of a retail business
	2.2 Describe how crime can affect people working in retail

Learning Outcome	Assessment Criteria
LO3 Know what actions can be taken to prevent crime in a retail business	3.1 Outline actions and precautions typically taken to secure: <ul style="list-style-type: none"> • stock • premises • cash • people • information
	3.2 Outline actions and precautions that can be taken to reduce staff theft and the resulting loss of stock

Learning Outcome	Assessment Criteria
LO4 Know how to deal with security incidents	4.1 Describe what action should be undertaken in the event of an observed or suspected theft
	4.2 Describe the steps employees should take to safeguard their own personal security
	4.3 State when security incidents should be referred to senior staff

RWB1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWB2 – Understanding the handling of customer payments in a retail business

Unit reference number: R/618/6608

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the methods of payment accepted from retail customers and the risks involved in handling payments. It will also provide learners with an understanding of their own responsibility for providing service and when processing age-restricted products at the payment point.

Learning outcomes

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

LO1 Know the methods of payment accepted from retail customers

LO2 Understand the risks involved in handling payments

LO3 Understand own responsibility for providing service at the payment point

LO4 Understand own responsibilities when processing age-restricted products at the payment point

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the methods of payment accepted from retail customers	1.1 Identify the methods of payment accepted by retail businesses
	1.2 Describe how each method of payment is processed

Learning Outcome	Assessment Criteria
LO2 Understand the risks involved in handling payments	2.1 Describe how errors can arise when accepting cash payments at the payment point
	2.2 Explain how payment errors can result in losses
	2.3 Identify the security risks that may arise when handling different types of payments

Learning Outcome	Assessment Criteria
LO3 Understand own responsibility for providing service at the payment point	3.1 Outline the key responsibilities for serving customers at the payment point
	3.2 Identify common problems which can arise at the payment point and describe how these can resolved
	3.3 Describe additional services which are often offered to customers at the payment point
	3.4 Describe how additional sales might be promoted at the payment point

Learning Outcome	Assessment Criteria
LO4 Understand own responsibilities when processing age-restricted products at the payment point	4.1 Identify the types and age restrictions of products which can be sold only to customers, or by employees, who are over a minimum age specified by law
	4.2 State the consequences for self and the business of non-compliance with legal age restrictions
	4.3 Describe own responsibilities for helping to ensure the compliance of legal age restrictions

RWB2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWB3 – Understanding the control, receipt and storage of stock in a retail business

Unit reference number: Y/618/6609

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the how goods are received on the premises of a retail business and how stock should be stored to prevent damage or loss. It will also provide learners with an understanding of the importance of having the right stock levels.

Learning outcomes

There three outcomes to this unit. The learner will:

- LO1 Understand the importance of having the right stock levels
- LO2 Understand how goods are received on the premises of a retail business
- LO3 Understand how stock should be stored to prevent damage or loss

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of having the right stock levels	1.1 Describe the purpose of stock control
	1.2 Describe the consequences of inaccurate paperwork relating to stock
	1.3 Describe how stock levels are maintained and the consequences to the business of not carrying the right levels of stock

Learning Outcome	Assessment Criteria
LO2 Understand how goods are received on the premises of a retail business	2.1 Explain why it is important to know what goods are expected and when they are due to arrive
	2.2 Describe how to prepare the receiving area for goods delivery
	2.3 Explain why it is important to check the quality and quantity of the goods received
	2.4 Describe the procedures for reporting and recording: variations in the quantities of goods received defects in quality, such as damage or breakages state what personal protective equipment should be used within the goods delivery area

Learning Outcome	Assessment Criteria
LO3 Understand how stock should be stored to prevent damage or loss	3.1 Describe the methods of storing stock
	3.2 Describe stock handling techniques which prevent damage and loss
	3.3 Explain why the quality of stock should be checked regularly
	3.4 Identify possible reasons why stock may deteriorate in storage
	3.5 Plain why stock should be stored in order of receipt and describe how this is done

RWB3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWC1 – Providing a counter and takeaway service

Unit reference number: L/618/6610

Level: 2

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to serve customers at the counter. It will also provide learners with an understanding of how to maintain counter and service areas.

Learning outcomes

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

LO1 Know how to serve customers at the counter

LO2 Know how to maintain counter and service areas

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to serve customers at the counter	1.1 Describe safe and hygienic working practices for serving customers
	1.2 Explain the importance of controlling portions when serving customers
	1.3 Explain the importance of giving accurate information to customers
	1.4 Describe the types of unexpected situations that might occur when serving customers

Learning Outcome	Assessment Criteria
LO2 Know how to maintain counter and service areas	2.1 Describe safe and hygienic working practices for clearing counter and service areas
	2.2 Explain the importance of keeping counter preparation areas and dining areas tidy and free from rubbish and food debris throughout the service
	2.3 Explain the importance of maintaining a constant stock of service items
	2.4 Explain the types of unexpected situations that might occur when clearing away

RWC1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWC2 – Providing a table service

Unit reference number: R/618/6611

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to greet customers and take orders. It will also provide learners with an understanding of how to serve customers in a dining area.

Learning outcomes

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

LO1 Know how to greet customers and take orders

LO2 Know how to serve customers in a dining area

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to greet customers and take orders	1.1 State the importance of greeting customers appropriately
	1.2 State the importance of giving accurate menu information
	1.3 Describe how to provide appropriate assistance to customers with different needs
	1.4 Describe how to respond to types of unexpected situations that may occur when greeting customers and dealing with their orders

Learning Outcome	Assessment Criteria
LO2 Know how to serve customers in a dining area	2.1 Describe safe and hygienic working practices when serving customers' orders
	2.2 Identify correct condiments, accompaniments and service equipment for different menu items
	2.3 Explain the importance of arranging and presenting food in line with menu specifications
	2.4 Explain the importance of maintaining the dining and service area
	2.5 Describe how to respond to types of unexpected situations that may occur when serving food at table

RWC2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWC3 – Serving alcoholic drinks and beverages

Unit reference number: Y/618/6612

Level: 2

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to take customer's orders for alcoholic drinks and beverages. It will also provide learners with an understanding of how to serve alcoholic drinks, hot drinks and beverages.

Learning outcomes

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

LO1 Know how to take customer's orders for alcoholic drinks and beverages

LO2 Know how to serve alcoholic drinks

LO3 Know how to serve hot drinks and beverages

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to take customer's orders for alcoholic drinks and beverages	1.1 Explain the importance of providing a product list to the customer when they are considering their order
	1.2 Describe how to establish an effective rapport with the customer and maintain it throughout the service
	1.3 Explain the importance of providing accurate product information to meet the requirements of the customer
	1.4 Explain the importance of taking customer's orders accurately
	1.5 Explain the importance of maximising sales through up-selling

Learning Outcome	Assessment Criteria
LO2 Know how to serve alcoholic drinks	2.1 Identify current relevant legislation relating to the sale of alcoholic drinks
	2.2 Describe methods of up-selling alcoholic drinks
	2.3 Describe how to interpret the label information relating to different types of alcoholic drinks
	2.4 Identify what factors to consider when providing advice to customers on choice of alcoholic drinks
	2.5 Outline under what circumstances customer must not be served with alcoholic drinks

Learning Outcome	Assessment Criteria
LO3 Know how to serve hot drinks and beverages	3.1 Describe safe and hygienic working practices when preparing and serving hot drinks
	3.2 State the importance of giving accurate information about products to customers
	3.3 Identify the techniques for mixing and preparing different types of beverages
	3.4 State the importance of keeping customer and service areas clean, tidy and free from rubbish and used equipment

RWC3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWD1 – Understanding sales techniques and processes

Unit reference number: D/618/6613

Level: 2

Guided Learning (GL) hours: 30

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the sales cycle, the buyer decision-making process and how to generate and qualify sales leads and close a sale. It will also provide learners with an understanding of how to sell by telephone, selling face to face and how to process sales orders.

Learning outcomes

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

LO1 Understand the sales cycle

LO2 Understand the buyer decision-making process

LO3 Understand how to generate and qualify sales leads

LO4 Understand how to close a sale

LO5 Understand how to sell by telephone

LO6 Understand the principles of selling face to face

LO7 Understand how to process sales orders

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the sales cycle	1.1 Describe the characteristics of the sales cycle
	1.2 Explain how the different stages of the sales cycle affects the approach to the sale
	1.3 Describe the uses of the sales cycle in structuring and progressing sales contacts

Learning Outcome	Assessment Criteria
LO2 Understand the buyer decision-making process	2.1 Explain the distinction between customer wants and needs
	2.2 Explain the difference between consumer buyer decision-making and business-to-business decision-making
	2.3 Describe the pressures on customers that influence their buying behaviour

Learning Outcome	Assessment Criteria
LO3 Understand how to generate and qualify sales leads	3.1 Explain how to segment customers
	3.2 Explain how to target market customers and prospects
	3.3 Describe how to source and gather information about the market and the prospect
	3.4 Explain the process for qualifying the sales contact

Learning Outcome	Assessment Criteria
LO4 Understand how to close a sale	4.1 Explain how to overcome objections
	4.2 Explain how to identify verbal and non-verbal buying signals
	4.3 Explain how to overcome barriers to closing the sale
	4.4 Explain how to identify potential opportunities to: <ul style="list-style-type: none"> • add-on • up-sell • cross-sell prior to closing the sale
	4.5 Describe different methods of closing sales

Learning Outcome	Assessment Criteria
LO5 Understand how to sell by telephone	5.1 Explain the advantages and disadvantages of telephone selling
	5.2 Explain the characteristics of: <ul style="list-style-type: none"> • pro-active selling • reactive selling
	5.3 Describe the communication techniques that are used during telephone selling
	5.4 Describe how to manage customer behaviour during the call
	5.5 Describe how to interpret the customer's reaction as the sale progresses
	5.6 Describe how to involve the customer in closing the sale

Learning Outcome	Assessment Criteria
LO6 Understand the principles of selling face to face	6.1 Explain the advantages and disadvantages of face to face selling
	6.2 Explain the importance of preparing for the contact
	6.3 Describe the stages of selling face to face
	6.4 Describe how to manage customer behaviour during face to face sales contacts
	6.5 Describe how to interpret the customer's reaction as the sale progresses during face to face contacts
	6.6 Describe how to involve the customer in closing the sale during face to face contacts

Learning Outcome	Assessment Criteria
LO7 Understand how to process sales orders	7.1 Describe the process for ordering and dispatching products and/or services
	7.2 Describe types payment methods
	7.3 Explain the importance of: <ul style="list-style-type: none"> • customer credit checks • discounts and special offers • keeping the customer informed of developments relating to their order

RWD1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWD2 – Principles of online selling

Unit reference number: H/618/6614

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to plan online selling. It will also provide learners with an understanding of the implementation issues in online selling and the evaluation processes.

Learning outcomes

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

LO1 Understand implementation issues in online selling

LO2 Understand how to plan online selling

LO3 Understand evaluation processes for online selling

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand implementation issues in online selling	1.1 Describe the characteristics of online selling
	1.2 Describe how online selling fits into an overall sales and marketing strategy
	1.3 Describe the types of multiple media that can be used to sell online
	1.4 Explain the strengths and limitations of different types of platforms used for online selling
	1.5 Describe the use of click-through tracking and cookies as a means of contributing to enhanced sales performance
	1.6 Explain how to deal with “undeliverables” and other systems failures

Learning Outcome	Assessment Criteria
LO2 Understand how to plan online selling	2.1 Explain the importance of acquiring targets lists and databases of potential customers
	2.2 Describe how to select the correct media to optimise sales
	2.3 Describe the types of sales/marketing messages which can be developed to engage customers
	2.4 Compare the different types of media through which sales/marketing messages are communicated to reach potential customers

Learning Outcome	Assessment Criteria
LO3 Understand evaluation processes for online selling	3.1 Describe how the success of online selling is measured
	3.2 Explain the value of customer reviews and feedback in improving future activities

RWD2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWD3 – Understanding sales targets

Unit reference number: K/618/6615

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the use of sales targets and how sales targets are calculated. It will also provide learners with an understanding how to collect sales-related data and use this to evaluate sales performance.

Learning outcomes

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

LO1 Understand how sales targets are calculated

LO2 Understand the use of sales targets

LO3 Understand how to collect sales-related data

LO4 Understand how to evaluate sales performance

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand how sales targets are calculated	1.1 Describe the process for forecasting sales and setting sales targets
	1.2 Describe the factors that affect the setting of sales targets
	1.3 Describe a formula for calculating sales values over a period of time

Learning Outcome	Assessment Criteria
LO2 Understand the use of sales targets	2.1 Explain the importance of sales targets for performance purposes
	2.2 Explain how past sales targets can inform the setting of future targets

Learning Outcome	Assessment Criteria
LO3 Understand how to collect sales-related data	3.1 Describe the potential sources of sales-related data
	3.2 Explain the data collection methods for obtaining quantitative and qualitative information
	3.3 Describe how data can be used to support sales activities

Learning Outcome	Assessment Criteria
LO4 Understand how to evaluate sales performance	4.1 Describe how to monitor sales performance against targets
	4.2 Explain how to evaluate performance against targets
	4.3 Describe the factors that can cause variances of performance from target
	4.4 Describe the actions to be taken if sales targets are not met

RWD3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWE1 – Carrying out periodic room servicing and deep cleaning

Unit reference number: M/618/6616

Level: 2

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to undertake periodic room servicing and deep cleaning. It will also provide learners with an understanding of how to undertake periodic servicing and deep cleaning of bathrooms and toilets.

Learning outcomes

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

LO1 Know how to undertake periodic room servicing

LO2 Know how to undertake periodic deep cleaning

LO3 Know how to undertake periodic servicing and deep cleaning of bathrooms and toilets

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to undertake periodic room servicing	1.1 Explain the importance of: <ul style="list-style-type: none"> • following a schedule for periodic room servicing and deep cleaning • preparing a room to create a good customer experience • inspecting the work area on completion of periodic room servicing
	1.2 Describe quality standards for the appearance and cleanliness of rooms
	1.3 Describe the correct procedures for dealing with items that <ul style="list-style-type: none"> • need to be replaced • have been replaced
	1.4 Describe the types of unexpected situations that might occur when carrying out a periodic room servicing and deep cleaning

Learning Outcome	Assessment Criteria
LO2 Know how to undertake periodic deep cleaning	2.1 Explain the importance of carrying out a periodic deep cleaning of rooms
	2.2 Describe the preparations needed to carry out periodic deep cleaning
	2.3 Identify the equipment and materials needed for periodic deep cleaning of rooms
	2.4 Identify procedures for using equipment and materials efficiently and safely
	2.5 Identify health and safety requirements for high dusting

Learning Outcome	Assessment Criteria
LO3 Know how to undertake periodic servicing and deep cleaning of bathrooms and toilets	3.1 Explain the importance of carrying out a periodic servicing and deep cleaning of bathrooms and toilets
	3.2 Identify the preparations needed to carry out periodic servicing and deep cleaning of bathrooms and toilets
	3.3 Identify materials and equipment needed to servicing and cleaning different areas of bathrooms and toilets
	3.4 Identify areas and items that might need specialist maintenance
	3.5 Describe the types of unexpected situations that might occur when servicing and cleaning bathrooms and toilets

RWE1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWE2 – Cleaning and protecting floors, carpets and soft furnishings

Unit reference number: T/618/6617

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to prepare to clean and protect floors, carpets and soft furnishings. It will also provide learners with an understanding of how to maintain soft floors and furnishings.

Learning outcomes

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

LO1 Know how to prepare to clean and protect floors, carpets and soft furnishings

LO2 Know how to maintain soft floors and furnishings

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to prepare to clean and protect floors, carpets and soft furnishings	1.1 Explain the importance of maintaining personal hygiene that meets the standards of the cleaning specification throughout the cleaning process
	1.2 Explain the importance of wearing the appropriate personal protective equipment throughout the cleaning process
	1.3 Explain the importance of checking health and safety instructions against organisational requirements
	1.4 Explain the importance of following checks and restrictions for use of deep cleaning equipment
	1.5 Explain the importance of checking that the material is suitable for the planned treatment

Learning Outcome	Assessment Criteria
LO2 Know how to maintain soft floors and furnishings	2.1 Explain the importance of removing superficial dust and debris before starting the cleaning process
	2.2 Explain the importance of softening deeply embedded soil and/or stains
	2.3 Explain the importance of carrying out test cleans before applying treatments
	2.4 Describe safe working practices when working at heights
	2.5 Explain the importance of removing any excess moisture from the area which has been cleaned

RWE2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWE3 – Collecting linen and making beds

Unit reference number: A/618/6618

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to collect clean linen and bed coverings. It will also provide learners with an understanding of how to strip and make beds.

Learning outcomes

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

LO1 Know how to collect clean linen and bed coverings

LO2 Know how to strip and make beds

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to collect clean linen and bed coverings	1.1 Explain the importance of safe lifting and handling techniques when collecting linen and bed coverings
	1.2 Explain the importance of keeping soiled linen separate from clean linen
	1.3 Explain the importance of security procedures for linen and linen store
	1.4 Explain the importance of checking linen to make sure it is clean and up to standard
	1.5 Describe the types of problems that might occur when choosing and collecting linen from a linen store

Learning Outcome	Assessment Criteria
LO2 Know how to strip and make beds	2.1 Describe safe procedures to deal with soiled linen
	2.2 Describe the method used to sort different fabrics
	2.3 Describe the procedure for making and re-sheeting beds
	2.4 Explain the importance of using the right sized linen
	2.5 Identify the types of unexpected situations that might happen when stripping and making beds
	2.6 Describe procedures to use when bedbugs or other infestations are found

RWE3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWF1 – Picking goods and processing orders

Unit reference number: F/618/6619

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to pick goods in logistics operations. It will also provide learners with an understanding of how to process orders for customers in logistics operations.

Learning outcomes

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

LO1 Know how to pick goods in logistics operations

LO2 Know how to process orders for customers in logistics operations

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to pick goods in logistics operations	1.1 Describe the policies and procedures that relate to: <ul style="list-style-type: none"> • health, safety and security requirements • environmental factors • personal protective equipment • picking methods in a logistics operation
	1.2 Describe specific hazards that might impact on the moving and handling the goods
	1.3 Describe how to use a scanner to carry out picking
	1.4 Describe the benefits of: <ul style="list-style-type: none"> • single order picking • batch order picking • multi batch picking • cluster picking
	1.5 Describe the correct handling methods for the goods
	1.6 Identify problems that can occur when picking and handling the goods
	1.7 Describe how to deal with identified problems that can occur when picking and handling the goods

Learning Outcome	Assessment Criteria
LO2 Know how to process orders for customers in logistics operations	2.1 Describe the policies and procedures that relate to: <ul style="list-style-type: none"> • stock control and ordering systems • the importance of confidentiality when processing orders for customers
	2.2 Describe different types of customer
	2.3 Describe the information required for processing customer orders
	2.4 Identify problems that can occur when processing orders for customers
	2.5 Describe how to deal with identified problems that can occur when processing orders for customers

RWF1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWF2 – Wrapping, packing and assembling goods for dispatch

Unit reference number: T/618/6620

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to wrap and pack goods in logistics operations. It will also provide learners with an understanding of how to assemble orders for dispatch in logistics operations.

Learning outcomes

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

LO1 Know how to wrap and pack goods in logistics operations

LO2 Know how to assemble orders for dispatch in logistics operations

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to wrap and pack goods in logistics operations	1.1 Describe the policies and procedures that relate to waste minimisation and disposal when wrapping and packing the goods
	1.2 Describe the types of wrapping and packing materials to be used for packing the goods
	1.3 Describe the tools and equipment to be used for packing the goods
	1.4 Describe the roles and responsibilities of colleagues in relation to packing the goods
	1.5 Identify problems that can occur when wrapping and packing the goods
	1.6 Describe how to deal with identified problems that can occur when wrapping and packing the goods

Learning Outcome	Assessment Criteria
LO2 Know how to assemble orders for dispatch in logistics operations	2.1 Describe the policies and procedures that relate to: <ul style="list-style-type: none"> • stock recording systems • scheduling when assembling orders for dispatch
	2.2 Describe the handling methods and equipment to be used when assembling the orders
	2.3 Identify problems that can occur when assembling orders for dispatch
	2.4 Describe how to deal with identified problems that can occur when assembling orders for dispatch

RWF2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWF3 – Moving and handling goods

Unit reference number: A/618/6621

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to manually move and handle goods in logistics operations. It will also provide learners with an understanding of how to use equipment to move goods in logistics operations.

Learning outcomes

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

LO1 Know how to manually move and handle goods in logistics operations

LO2 Know how to use equipment to move goods in logistics operations

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to manually move and handle goods in logistics operations	1.1 Describe the policies and procedures that relate to: <ul style="list-style-type: none"> • legal requirements • operating requirements when manually moving and/or handling the goods
	1.2 Identify any specific hazards in relation to manually moving and/or handling the goods
	1.3 Describe methods for manually moving and/or handling the goods safely
	1.4 Identify circumstances when assistance is required to manually move and/or handle the goods and how this assistance is applied
	1.5 Identify problems that can occur when manually moving and/or handling the goods
	1.6 Describe how to deal with identified problems that can occur when manually moving and/or handling the goods

Learning Outcome	Assessment Criteria
LO2 Know how to use equipment to move goods in logistics operations	2.1 Describe the policies and procedures that relate to: <ul style="list-style-type: none"> • operating requirements • hazards • loss or damage to goods when using equipment to move or transfer goods
	2.2 Identify the different types of goods that would need equipment to be moved or transferred
	2.3 Identify different types of equipment that can be used for moving and transferring goods
	2.4 Describe methods for lifting, moving and setting down different types of goods
	2.5 Explain how different types of equipment are used for moving and transferring goods
	2.6 Explain the importance of positioning goods in a suitable way for future use
	2.7 Identify problems that can occur when using the equipment to move and transfer goods
	2.8 Describe how to deal with identified problems that can occur when using equipment to move and transfer goods

RWF3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWG1 – Understanding the role of the adult care worker

Unit reference number: F/618/6622

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the range of working relationships in adult care settings. It will also provide learners with an understanding of the importance of safeguarding and protection in adult care and working in ways that are agreed with the employer and in partnership with others.

Learning outcomes

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

LO1 Understand working relationships in adult care settings

LO2 Understand the importance of working in ways that are agreed with the employer

LO3 Understand the importance of working in partnership with others

LO4 Understand the importance of safeguarding and protection in adult care

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand working relationships in adult care settings	1.1 Explain how a working relationship is different from a personal relationship
	1.2 Describe different working relationships in adult care settings

Learning Outcome	Assessment Criteria
LO2 Understand the importance of working in ways that are agreed with the employer	2.1 Explain the importance of adhering to the agreed scope of the job role
	2.2 Outline what is meant by agreed ways of working
	2.3 Explain the importance of full and up-to-date details of agreed ways of working

Learning Outcome	Assessment Criteria
LO3 Understand the importance of working in partnership with others	3.1 Explain the importance of working in partnership with others
	3.2 Identify ways of working that can help improve partnership working
	3.3 Identify skills and approaches needed for resolving conflicts
	3.4 Explain how and when to access support and advice about: <ul style="list-style-type: none"> • partnership working • resolving conflicts

Learning Outcome	Assessment Criteria
LO4 Understand the importance of safeguarding and protection in adult care	4.1 Describe how to recognise signs of abuse
	4.2 Explain how to respond to suspected or alleged abuse
	4.3 Describe the national and local context of safeguarding and protection from abuse
	4.4 Identify ways to reduce the likelihood of abuse
	4.5 Explain how to recognise and report unsafe practices

RWG1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWG2 – Understanding person-centred approaches in adult care settings

Unit reference number J/618/6623

Level: 2

Guided Learning (GL) hours: 32

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of person-centred approaches for care and support and how to implement a person-centred approach in an adult care setting. It will also provide learners with an understanding of the importance of establishing consent when providing care or support, encouraging active participation, promoting an individual's well-being and supporting an individual's right to make choices.

Learning outcomes

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

LO1 Understand person-centred approaches for care and support

LO2 Understand how to implement a person-centred approach in an adult care setting

LO3 Understand the importance of establishing consent when providing care or support

LO4 Understand how to encourage active participation

LO5 Understand how to support an individual's right to make choices

LO6 Understand how to promote an individual's well-being

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand person-centred approaches for care and support	1.1 Define what are person-centred values
	1.2 Explain the importance of working in a way that embeds person-centred values

Learning Outcome	Assessment Criteria
LO2 Understand how to implement a person-centred approach in an adult social care setting	2.1 Describe how to find out the history, preferences, wishes and needs of an individual
	2.2 Describe how to take into account the history, preferences, wishes and needs of an individual when planning care and support
	2.3 Explain how using an individual's care plan contributes to working in a person-centred way

Learning Outcome	Assessment Criteria
LO3 Understand the importance of establishing consent when providing care or support	3.1 Define the term consent
	3.2 Explain the importance of gaining consent when providing care or support
	3.3 Describe how to establish consent for an activity or action
	3.4 Explain what steps to take if consent cannot be readily established

Learning Outcome	Assessment Criteria
LO4 Understand how to encourage active participation	4.1 Define what is meant by active participation
	4.2 Describe how active participation benefits an individual
	4.3 Describe ways of reducing barriers to active participation
	4.4 Describe ways of encouraging active participation

Learning Outcome	Assessment Criteria
LO5 Understand how to support an individual's right to make choices	5.1 Identify ways of supporting an individual to make informed choices
	5.2 Explain why risk-taking can be part of an individual's choices
	5.3 Explain how agreed risk assessment processes are used to support the right to make choices
	5.4 Explain why a worker's personal views should not influence an individual's choices
	5.5 Describe how to support an individual to question or challenge decisions concerning them that are made by others

Learning Outcome	Assessment Criteria
LO6 Understand how to promote an individual's well-being	6.1 Explain how individual identity and self-esteem are linked with well-being
	6.2 Describe attitudes and approaches that are likely to promote an individual's well-being
	6.3 Identify ways to contribute to an environment that promotes well-being

RWG2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWG3 – Principles of communication in adult care settings

Unit reference number: L/618/6624

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of why communication is important in adult care settings and how to meet the communication and language needs, wishes and preferences of an individual. It will also provide learners with an understanding of how to reduce barriers to communication and the need for confidentiality in adult social care settings.

Learning outcomes

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

LO1 Understand why communication is important in adult care settings

LO2 Understand how to meet the communication and language needs, wishes and preferences of an individual

LO3 Understand how to reduce barriers to communication

LO4 Understand confidentiality in adult social care settings

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand why communication is important in adult care settings	1.1 Identify different reasons why people communicate
	1.2 Explain how effective communication affects all aspects of working in adult care settings
	1.3 Explain the importance of observing an individual's reactions when communicating with them

Learning Outcome	Assessment Criteria
LO2 Understand how to meet the communication and language needs, wishes and preferences of an individual	2.1 Explain the importance of finding out an individual's communication and language needs, wishes and preferences
	2.2 Describe a range of communication methods

Learning Outcome	Assessment Criteria
LO3 Understand how to reduce barriers to communication	3.1 Identify barriers to communication
	3.2 Describe ways to reduce barriers to communication
	3.3 Describe ways to check that communication has been understood
	3.4 Identify sources of information and support or services to enable more effective communication

Learning Outcome	Assessment Criteria
LO4 Understand confidentiality in adult social care settings	4.1 Define the term confidentiality
	4.2 Describe ways to maintain confidentiality in day to day communication
	4.3 Describe situations where information normally considered to be confidential might need to be shared with agreed others
	4.4 Explain how and when to seek advice about confidentiality

RWG3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWH1 – Understanding the principles of babies and young children development

Unit reference number: R/618/6625

Level: 2

Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the stages of babies and young children development and the needs of babies and young children during transitions. It will also provide learners with an understanding of the influences that affect the holistic development of babies and young children.

Learning outcomes

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

LO1 Recognise the stages of babies and young children development

LO2 Recognise the needs of babies and young children during transitions

LO3 Understand the influences that affect the holistic development of babies and young children

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Recognise the stages of babies and young children development	1.1 Describe the expected pattern of babies and young children's development from birth to 5 years
	1.2 Describe the significance of attachments to babies and young children's development
	1.3 Describe how young children further develop from 5 to 7 years

Learning Outcome	Assessment Criteria
LO2 Recognise the needs of babies and young children during transitions	2.1 Identify the transitions experienced by most babies and young children
	2.2 Explain how transitions and other significant events impact babies and young children
	2.3 Describe the key persons role in transitions
	2.4 Demonstrate how to support babies and young children through a range of transitions

Learning Outcome	Assessment Criteria
LO3 Understand the influences that affect the holistic development of babies and young children	3.1 Describe the holistic development of children covering all developmental aspects from birth to 5 years
	3.2 Explain how: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development • literacy and numeracy is important to the holistic development of babies and young children
	3.3 Explain how <ul style="list-style-type: none"> • individual circumstances • well-being • environment • stages of development influence and affect babies and young children's learning and development
	3.4 Describe the significance of attachments to babies and young children's holistic development

RWH1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWH2 – Understanding the safeguarding of babies and young children

Unit reference number: Y/618/6626

Level: 2

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the legal requirements and guidance on the safeguarding of babies and young children and the role and responsibilities of self and others in relation to the safeguarding of babies and young children. It will also provide learners with an understanding of how to recognise when a child is in danger or at risk of harm or abuse.

Learning outcomes

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

LO1 Know the legal requirements and guidance on the safeguarding of babies and young children

LO2 Know the role and responsibilities of self and others in relation to the safeguarding of babies and young children

LO3 Recognise when a child is in danger or at risk of harm or abuse

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the legal requirements and guidance on the safeguarding of babies and young children	1.1 Explain the current legislation and guidelines for: <ul style="list-style-type: none"> • safeguarding • promoting the welfare of children • online safety • security • child protection • confidentiality of information
	1.2 Explain the current policies and procedures for safeguarding the welfare and online safety of babies and young children

Learning Outcome	Assessment Criteria
LO2 Know the role and responsibilities of self and others in relation to the safeguarding of babies and young children	2.1 Explain the roles and responsibilities of the Early Years Practitioner in relation to: <ul style="list-style-type: none"> • safeguarding and security • reporting of safeguarding concerns/disclosures • use of technology • confidentiality and information sharing
	2.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures in own setting
	2.3 Explain the roles and responsibilities of others in relation to: <ul style="list-style-type: none"> • safeguarding and security • reporting of safeguarding concerns/disclosures • whistleblowing • use of technology • confidentiality and information sharing

Learning Outcome	Assessment Criteria
LO3 Recognise when a child is in danger or at risk of harm or abuse	3.1 Describe how to identify the characteristics of different types of child abuse
	3.2 Describe the types of evidence or concerns that may show that a child in danger or at risk of harm or abuse
	3.3 Explain the procedures to be followed to protect a child in danger or at risk of harm or abuse

RWH2 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWH3 – Working with others in a babies and young children work setting

Unit reference number: D/618/6627

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of working relationships in an early years setting. It will also provide learners with an understanding of how to recognise the role of others in the health, well-being, learning and development of babies and young children.

Learning outcomes

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

LO1 Understand working relationships in an early years setting

LO2 Recognise the role of others in the health, well-being, learning and development of babies and young children

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand working relationships in an early years setting	1.1 Recognise the contribution of colleagues to the achievement of team objectives
	1.2 Explain the importance of treating colleagues with respect, fairness and courtesy
	1.3 Explain why working in partnership with others is important for babies and young children people
	1.4 Describe the roles and responsibilities of other agencies and professionals that work with and support own setting

Learning Outcome	Assessment Criteria
LO2 Recognise the role of others in the health, well-being, learning and development of babies and young children	2.1 Identify the reasons for partnerships with carers
	2.2 Explain the importance of valuing the contributions of others make to a child's early learning and development in the home environment
	2.3 Explain the importance of listening to children to support their early learning
	2.4 Describe how partnerships with carers are developed and sustained in own work setting
	2.5 Describe circumstances where partnerships with carers may be difficult to develop and sustain
	2.6 Encourage others to take an active role in the care, play, learning and development of babies and young children
	2.7 Demonstrate a range of communication methods to exchange information with children and adults
	2.8 Describe why it is important to record information clearly, accurately, legibly and concisely meeting legal requirements

RWH3 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWI1 – How to communicate in business using digital platforms

Unit reference number: H/618/6628

Level: 2

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to create and maintain a network of contacts and how to create and manage an online identity and work-related profile. It will also provide learners with an understanding of how to use appropriate platforms to send digital content to different types of recipients for a range of purposes.

Learning outcomes

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

LO1 Know how to create and maintain a network of contacts

LO2 Know how to use appropriate platforms to send digital content to different types of recipients for a range of purposes

LO3 Know how to create and manage an online identity and work-related profile

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to create and maintain a network of contacts	1.1 Describe the interpersonal skills needed for effective networking
	1.2 Explain the basis on which to choose networks to be developed
	1.3 Explain the importance of the role of shared agendas in relationship-building
	1.4 Explain the role of the internet in business networking

Learning Outcome	Assessment Criteria
LO2 Know how to use appropriate platforms to send digital content to different types of recipients for a range of purposes	2.1 Compare the use of different business software applications and platforms for different tasks, purposes and outcomes
	2.2 Identify any factors that may affect the sending of digital content to recipients
	2.3 Describe how to use appropriate systems and software applications to produce effective outcomes

Learning Outcome	Assessment Criteria
LO3 Know how to create and manage an online identity and work-related profile	3.1 Identify the guidelines and ethical considerations concerning the use of social networks
	3.2 Identify what information and media must be included when creating an online identity and work-related profile
	3.3 Explain what is required for a secure on-line password
	3.4 Describe the privacy levels available for social media accounts
	3.5 Explain the importance of adding appropriate contacts and digital media to an online work-related profile
	3.6 Explain how to recognise and avoid common online scams
	3.7 Describe how social media is used to promote online work-related profiles
	3.8 Describe the risks of using social networks to promote an online work-related profile

RWI1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWI2 – How to be safe and responsible online in the business environment

Unit reference number: K/618/6629

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of how to minimise risks when sending and receiving digital content. It will also provide learners with an understanding of the importance of protecting personal and work-related information and privacy.

Learning outcomes

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

LO1 Understand the importance of protecting personal and work-related information and privacy

LO2 Know how to minimise risks when sending and receiving digital content

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the importance of protecting personal and work-related information and privacy	1.1 Explain the importance of choosing login information including choosing secure passwords and changing them when prompted
	1.2 Describe how to configure and use multi-level authentication to access and use online secure services
	1.3 Identify types of open source sites that are available for content and can be used in the workplace
	1.4 Explain the importance of backing up of content from work-based devices

Learning Outcome	Assessment Criteria
LO2 Know how to minimise risks when sending and receiving digital content	2.1 Describe the action to be taken when receiving suspicious emails
	2.2 Explain the importance using appropriate language and behaviour online
	2.3 Describe how to apply simple methods to avoid physical and psychological health risks while using devices

RW12 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

Unit Handbook

RWI3 – How to create and edit digital information for business use

Unit reference number: D/618/6630

Level: 2

Guided Learning (GL) hours: 26

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of digital promotion for business. It will also provide learners with an understanding of how to bring together information from different sources to create digital content for work-related purposes.

Learning outcomes

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

LO1 Know how to bring together information from different sources to create digital content for work-related purposes

LO2 Understand the principles of digital promotion for business

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know how to bring together information from different sources to create digital content for work-related purposes	1.1 Identify the types of sources available to obtain digital information
	1.2 Describe how to create, edit, format and save: <ul style="list-style-type: none"> • text-based content • sound • images • video files
	1.3 Describe how digital content would have to be adapted to meet the requirements of different audiences and purpose
	1.4 Explain the importance of feedback from others in the work setting to improve draft digital content
	1.5 Identify the legislation covering media usage

Learning Outcome	Assessment Criteria
LO2 Understand the principles of digital promotion for business	2.1 Describe a range of digital promotional activities
	2.2 Outline the purpose and aim of digital promotional activities for a business
	2.3 Describe the benefits digital promotional activities
	2.4 Describe how to plan digital promotional activities for a business
	2.5 Describe how to measure the effectiveness of content for digital promotion

RWI1 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

RWC2 Document History

Version	Issue Date	Changes	Role
V1.3	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator
V2.0	10/03/2023	Formatting and re-branding. Unit appraisals completed. All units added.	Qualification Administrator