

Level 1 Certificate in Securing Progression
603/4409/X

Assessment Guide

Entering Work Suite - Assessment Principles

Introduction

ETA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact. These assessment principles are prepared with that in mind and are applicable to the *Entering Work Suite* of qualifications detailed below:

Level 1 Certificate - Securing Employment

Level 1 Certification - Introduction to Construction

Level 1 Certificate – Introduction to Lean Techniques

Level 2 Certificate - Preparation for Military Service

Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learners' knowledge and/or skills and provide relevant and current development as the related industry requires.
2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry-driven standards and requirements.
3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible, whilst remaining appropriate for both the level being assessed and industry expectations of learners at that level.

4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task-based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

Delivery Team Requirements

Tutors / Assessors

- Tutors / Assessors should have an detailed knowledge of, and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- It is unlikely that occupational competence will have been achieved in less than twelve months of employment, but individuals with less experience could be considered as assessors if sufficiently occupationally competent

Internal Quality Assurers (IQAs)

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivering within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed, but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding

Technical / Expert Witness

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include; line managers and experienced individuals within a related sector-based organisation.

The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

Assessment Materials

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

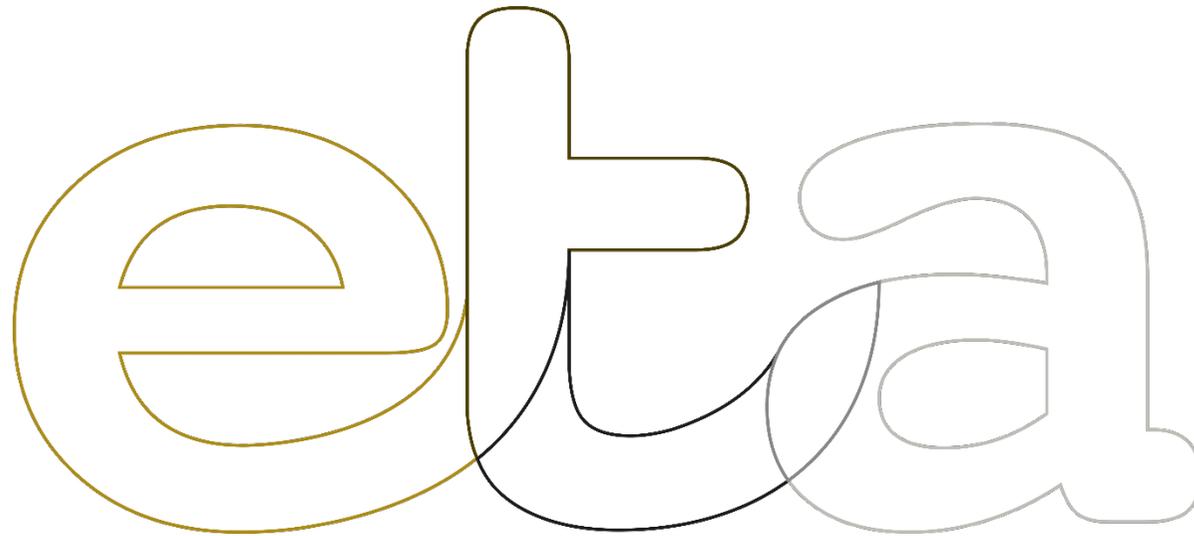
Instructions for Conducting Assessment

the Approved Centre must either:

- Secure approval of in house assessment material by ETA's External Quality Assurance team prior to use
- Use ETA Assessment Materials
- We recognise that reasonable adjustments may be considered at the time of assessment, please refer to the ETA Reasonable adjustments and considerations policy

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.



Level 1 Unit – Identify Suitable Opportunities

Unit aim

This unit introduces learners to identifying and understanding their requirements and strengths, along with the contribution they can make towards a positive environment. It encourages learners to make informed choices about the right type of opportunities for them, their own requirements and how they influence their potential opportunities.

Unit introduction

This unit will help learners to develop an understanding of how to identify the right opportunity for them and how that will contribute to their long term goals.

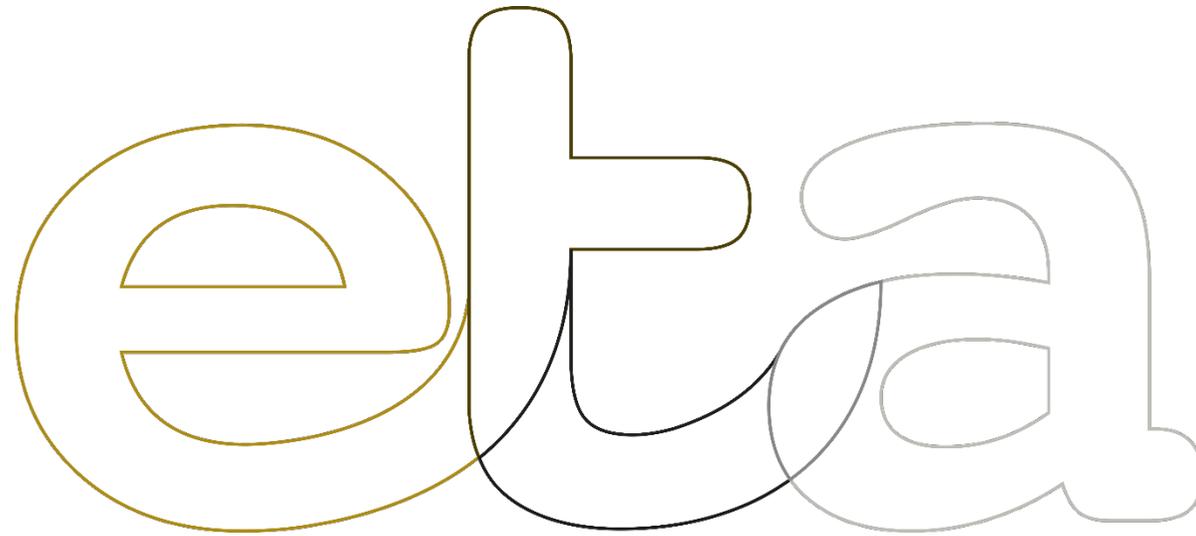
Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit, through a variety of assessment methods appropriate to the delivery environment.

Unit Reference Number		K/617/5730
Qualification Framework		RQF
Title		Identify Suitable Opportunities
Unit Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how self-assessment can improve sought after opportunities	1.1	Outline why it is important to assess own personal strengths and weaknesses	
		1.2	Outline why it is important to assess own personal skills and qualities	
		1.3	List your own strengths and weaknesses that contribute toward seeking opportunities	This must include at least three of each
		1.4	List your own skills and qualities that contribute toward seeking opportunities	This must include at least three of each
2	Be able to set goals to develop own strengths, skills and qualities for any opportunities	2.1	State a long-term goal for a potential opportunity with realistic targets	Should include self-improvement or further learning This should include target dates

		2.2	State a short-term goal for a potential opportunity with realistic targets	This should include target dates
		2.3	List ways to achieve identified long and short term goals	This should include both activity and timescale and target dates
		2.4	Explain why goals may not be reached within the timescale	
3	Understand where and how to search for opportunities	3.1	Describe three possible sources of identifying opportunities and provide examples	At least one of these sources must be a digital reference
		3.2	Describe the support networks available to help them as individuals	Must include be a digital reference
		3.3	Provide examples of opportunities that interest you	This must include at least three examples
4	Know how to develop transferable skills and qualities needed for any opportunity	4.1	Explain how everyday activities can help develop transferable skills qualities	
		4.2	Explain how other initiatives can help develop transferable skills and qualities	
5	Understand how own experiences and influences affect opportunity choices	5.1	Explain how to use own experiences to support your choices	
		5.2	Assess how own attitudes, values and behaviour affect opportunities sought	



Level 1 Unit – Applying for Opportunities

Unit aim

This unit introduces and guides learners to identify, evaluate and progress applications. It encourages learners to make informed choices about the opportunities they might apply for, contributing positively to their potential career opportunities.

Unit introduction

This unit will help learners to develop an understanding of the process and delivery of applications to secure opportunities. They will understand the personal qualities that are valued by employers and contribute towards securing and progressing their career.

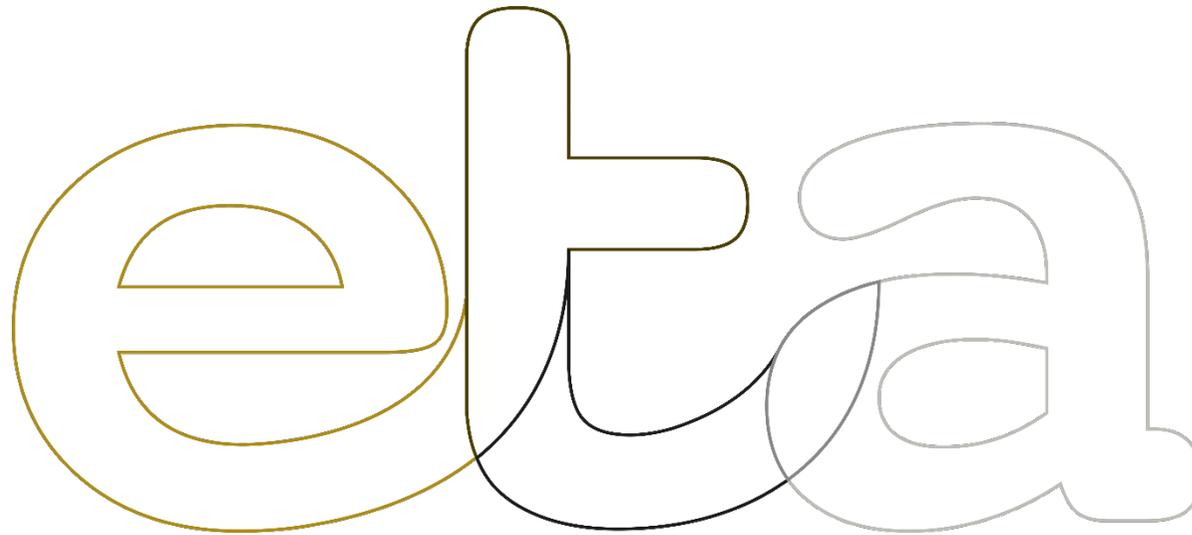
Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		D/617/1559
Qualification Framework		RQF
Title		Applying for Opportunities
Unit Level		Level 1
Guided Learning Hours		15 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know the type of information usually asked for in job applications	1.1 Identify the type of information usually requested in a straightforward application	<ul style="list-style-type: none"> • Personal information • Capability and previous achievements
		1.2 Present the information they will need for an application ensuring that it is accurate and up to date	
2	Understand how a straightforward job application form should be completed and an accompanying letter written	2.1 Complete a straightforward application form accurately	This must be drafted, marked by a professional and amended accordingly
		2.2 Write an accompanying letter to send to submit with an application	<ul style="list-style-type: none"> • an appropriately selected format • address and date it correctly • use a relevant style and language • check the letter for mistakes and accuracy

3	Identify and select alternative routes to direct applications online	3.1	Identify sources of opportunities and their related benefits	This must include generic job sites and agencies
		3.2	Evaluate the identified benefits against their personal circumstances	
4	Applying for opportunities online	4.1	Identify application routes for opportunities in an appropriate skills level, sector and geography	
		4.2	Complete a template application to the required standards to submit online	



Level 1 Unit – Participation Personal Behaviours and Standards

Unit aim

This unit introduces learners to identify, understand and contribute towards a positive working environment and the organisations that provide this. It encourages learners to make informed choices about their behaviours and values at work contributing positively to their potential career opportunities.

Unit introduction

This unit will help learners to develop an understanding of the behaviours and values that are important to employers and will contribute towards securing and progressing their career.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		M/617/5731
Qualification Framework		RQF
Title		Participation Personal Behaviours and Standards
Unit Level		Level 1
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Understand the behaviours, attitudes and attributes required for participation	1.1	Identify what is generally expected to participate in activities	<ul style="list-style-type: none"> • Behaviours • Attitude • Capabilities
		1.2	Identify what could be barriers to participating in activities	<ul style="list-style-type: none"> • Behaviours • Attitude • Capabilities
2	Understand emotional and behavioural impact of self and others	2.1	Identify behavioural types of self and others	
		2.2	State how behaviours impact on performance of self and others	
		2.3	Describe the importance of emotions and behaviours when seeking to participate in activities	

3	Be able to recognise areas for personal development	3.1	Identify own areas of strength and development needs in order to meet the behaviours, attitudes and capabilities required to participate in activities	This is to include <ul style="list-style-type: none"> • Self-assessment • Observed Feedback
		3.2	List in an action plan, areas for development to meet the behaviours, attitudes and attributes required to participate in activities	
4	Contribute towards team working, creating a positive working environment and delivering common goals	4.1	Identify the different roles required within a team to ensure it performs effectively	This must include a minimum of three role examples and how they impact on each other
		4.2	Give examples of own contribution and how this support team working	This should include common roles within a team
		4.3	Describe how own contribution affects others to deliver team targets	Identify own preferred role type within a team

eta

Level 1 Unit – Produce a CV

Unit aim

This unit introduces learners to the concept of developing and using a CV as an application tool for suitable job opportunities as well as support career progression opportunities.

Unit introduction

This unit will help learners to develop their personal CV and understand the importance of having an appropriate method to communicate their capability, knowledge and experience. They will also set out their personal qualities and how this will contribute towards securing and progressing their career.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit, through a variety of assessment methods appropriate to the assessment environment.

Unit Reference Number		D/617/1562
Qualification Framework		RQF
Title		Produce a CV
Unit Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Know the type of information usually included in a CV	1.1	Identify the type of information usually included in a CV	
		1.2	Collect the information required to create a CV ensuring it is accurate and up to date	
2	Understand the importance of a reference	2.1	Identify 2 people who would be suitable as referees	
		2.2	Give examples of people who would not be acceptable as referees	
3	Produce a CV	3.1	Identify a suitable layout for a CV	This can be hand written or electronic

		3.2	Create an accurate and appropriately laid out draft CV	
4	Understand feedback on a CV	4.1	Summarise feedback received on CV from a professional	This feedback should be from a tutor, agency or careers adviser
		4.2	Review changes that have been recommended to be made to your CV based upon feedback	
		4.3	Describe three reasons why a CV needs to be kept updated	
5	Be able to update a CV to meet job requirements	5.1	Summarise draft CV with notes on required changes	
		5.2	Update CV for a given job role	
		5.3	Produce a CV that is suitable for use	A completed CV, assessed as suitable for use must be produced



Level 1 Unit – Succeed at an Interview

Unit aim

This unit introduces learners to how to prepare for and deliver a successful interview, understanding what the employer will be looking for in both their personal presentation and their ability to answer questions appropriately. This will also contribute positively to their potential career opportunities.

Unit introduction

This unit will help learners to develop an understanding of how to plan for and conduct themselves at an interview including the personal qualities that are valued by employers and how they contribute towards securing and progressing their career.

Assessment

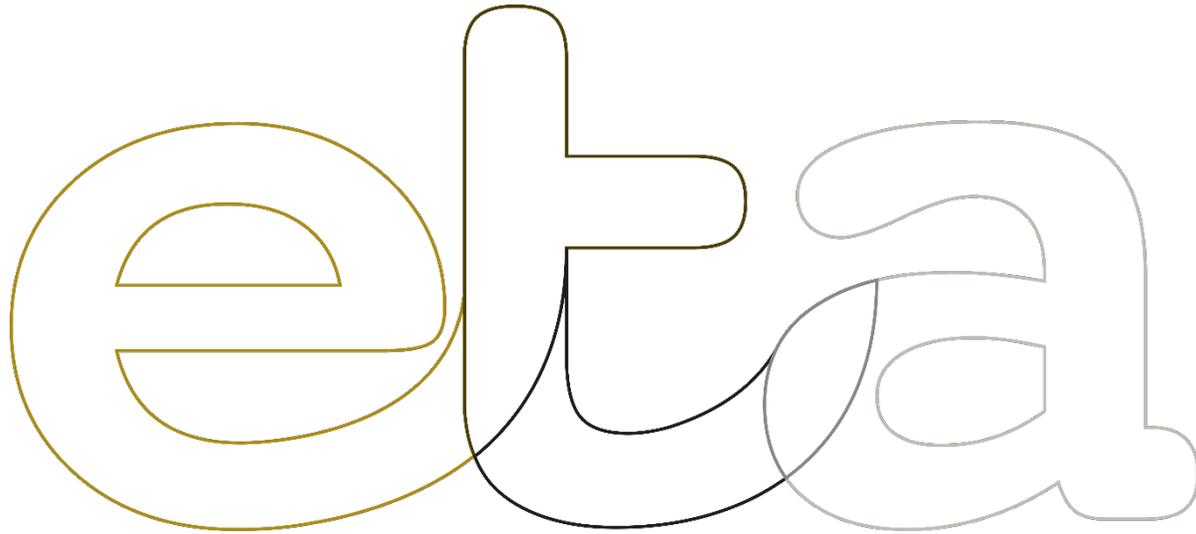
To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit, through a variety of assessment methods appropriate to the assessment environment

Unit Reference Number		H/617/1563
------------------------------	--	------------

Qualification Framework		RQF
Title		Succeed at an Interview
Unit Level		Level 1
Guided Learning Hours		25 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome			Assessment Criteria - The learner can	Criteria expansion
1	Know how to prepare for an interview	1.1	List the information that would be useful to have before the interview.	This should include <ul style="list-style-type: none"> • how to ensure they arrive at a suitable time • Information about the institution / employer • Information about the opportunity • Suitable questions to ask •
		1.2	Describe what the interviewers will be looking for	This must include at least four points
2	Know how to conduct themselves in an appropriate manner during an interview	2.1	Show appropriate dress sense and punctuality to help make the right first impression	This should also include an understanding of how different roles have differing expectation and standards
		2.2	Conduct themselves appropriately in an interview situation	The following must be observed <ul style="list-style-type: none"> • show speaking and listening skills by answering questions appropriately

				<ul style="list-style-type: none">• be respectful and polite• display suitable body language
3	Know how to review their interview performance	3.1	Acknowledge own strengths and areas for improvement from interview feedback	
		3.2	Identify how you will develop the areas for improvement and how this will affect future performance	
4	Know how to evaluate an opportunity before making an informed decision	4.1	List examples of information that you would consider which potentially would affect your decision of an offer	This must include a minimum of three considerations and the related results



Level 1 Unit – Health and Safety

Unit aim

This unit introduces learners to health and safety in a workplace relating to themselves and others. It aims to develop learners' awareness of potential hazards to which they may be exposed, how to identify and assess risk, along with how risks may be managed and controlled.

Unit introduction

This unit develops learners understanding of health and safety considerations in the workplace. The unit also develops learner understanding of the causes of accidents and hazards in the workplace. The will know how to identify risk and competently undertake risk assessments. Learners will also develop the skills to suggest measures to minimise the identified risk.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

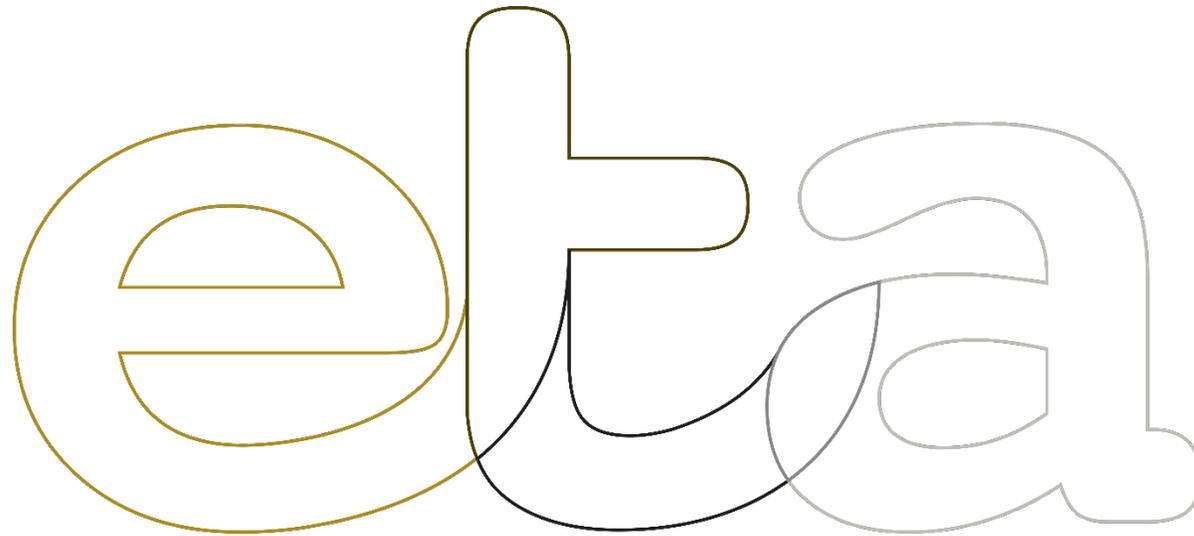
Unit Reference Number		K/617/1564
Qualification Framework		RQF
Title		Health and Safety
Unit Level		Level 1
Guided Learning Hours		40 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Understand the responsibilities for health and safety at work	1.1	Describe the responsibilities in a working environment	This should include, Employer, others and self
		1.2	State the importance of reporting accidents and near misses	
		1.3	Understand a typical accident reporting procedure	
		1.4	State who is responsible for making accident reports	
		1.5	Identify safety and warning signs	
2	Understand the causes of accidents at work	2.1	Describe the causes of accidents in the workplace	This should include at least four potential accidents in the chosen work area

		2.2	Associate potential causes of accidents at work	List one possible reason for each of the above causes
		2.3	Describe the safety triangle and its importance	
3	Be able to identify and select personal protective equipment (PPE) required to complete the task in the workplace	3.1	Identify the correct PPE for tasks within the workplace	This must include at least four items of PPE
		3.2	Examine PPE to confirm its integrity for continued use	
		3.3	Explain the reasons why the identified PPE is required	
4	Know the importance of working safely at height in the workplace	4.1	Define the term “working at height.”	List at least four examples of working at height
		4.2	State the employee’s responsibility under current legislation and official guidance while working at height	
		4.3	List hazards/ risks in the workplace associated with working at height	
		4.4	State how hazards/ risks associated with working at height can be controlled	

		4.5	State the regulation that controls the use of suitable equipment for working at height	
5	Know the principles of risk assessment and their importance to health and safety at work	5.1	State the purpose of Risk Assessments and Method Statements	
		5.2	Be able to read, understand and follow a risk assessment	
		5.3	State the legal requirements for Risk Assessments and Method Statements	
		5.4	State common causes of work-related fatalities and injuries	
		5.5	State the implications of not preventing accidents and ill health at work	
6	Understand the causes of fire and when fire extinguishers should be used	6.1	List the major causes of fires in the workplace	This must include the fire triangle
		6.2	Identify the different types of fire extinguishers	
		6.3	Describe when the different types of fire extinguisher should be used and by whom	

7	Know the potential risks to health from substances in the working environment	7.1	List the main points of the Control of Substances Hazardous to Health (COSHH) Regulations and why is it important to correctly store them	
		7.2	List possible substances hazardous to health under current legislation	This must include at least four substances
		7.3	List common risks to health that these substances could affect	
		7.4	State the type of hazards/ risks that may occur in the workplace linked with the use of drugs and alcohol	
		7.5	State the importance of hygiene at work both the environment and personal	



Level 1 Unit – Team Working

Unit aim

This unit introduces learners to the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully.

Unit introduction

This unit allows learners to develop skills to and gain experience of working positively as a team member when contributing to a team task. Additionally, they will develop an understanding of how to reflect on their own and the team's effectiveness in completing the task. Learners will consider their individual contribution to the team's performance and areas where the team could improve their team working skills.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		A/617/5733
Qualification Framework		RQF
Title		Team Working
Unit Level		Level 1
Guided Learning Hours		30 GLH
Total Qualification Time		30 TQT
Unit Credit Value		3 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Understand the benefits and challenges of working in a team to complete a task successfully	1.1	Identify the advantages of working as a team to complete a task	
		1.2	Identify the challenges of working as a team to complete a task	
2	Understand of the need for a team to work to an agreed code of conduct and rules before and during a task	2.1	Describe how an agreed code of conduct and rules would benefit team working	
		2.2	Explain what are the likely consequences of team members not following an agreed code of conduct or rules	
3	Be able to recognise different strengths, skills and experiences	3.1	Identify their own strengths, skills and experiences, as relevant to	Identify a minimum of three

	that different people would bring to the team		the task being undertaken by the team	
		3.2	Identify the strengths, skills and experiences of others, as relevant to the task being undertaken by the team	Identify a minimum of three
4	Be able to allocate roles and responsibilities within the team in relation to a given task	4.1	Outline how best to allocate, with other team members, the roles and responsibilities of each member of the team	
			Describe how each of the teams roles contributes to the team's objectives and the completion of the team task	
5	Be able to work positively as a member of the team	5.1	Explain how to work with other team members to devise a plan to complete a task on time	
		5.2	Identify how use the agreed plan to complete a task on time	
		5.3	Identify how to make a positive contribution within the team	
		5.4	State how to complete own tasks successfully and on time	

		5.5	Explain how to respond positively to advice and constructive criticism	
6	Be able to reflect on the performance of a team	6.1	Explain how an individual's performance contributed to the overall performance of the team	
		6.2	Identify and recommend ways to improve the work of the team as a whole for future tasks	Identify a minimum of three

eta

Level 1 Unit – Problem Solving

Unit aim

This unit introduces learners to task-based problem-solving. Learners also develop communication and team working skills to work effectively with others to solve a task-based problem.

Unit introduction

This unit allows learners to develop skills to work effectively to solve problems. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals. You will also develop your skills to reflect and improve, which are vital skills to have for a careers in highly competitive sectors. The skills learnt in this unit are transferable and can also be used in other sectors, ensuring that employment opportunities are maximised.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		J/617/1596
Qualification Framework		RQF
Title		Problem Solving
Unit Level		Level 1
Guided Learning Hours		40 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Know the importance of recognising Understand how to identify problems	1.1	List ways to identify problems	A minimum of three sources of information is required
		1.2	Explain the different types of problem that could be identified	
2	Understand the impact problems can cause	2.1	List the potential impact that the problems can cause	This must be a minimum of three impacts
3	Understand why these problems may have occurred	3.1	Explain the potential reasons for the problems identified occurring	
4	Understand the benefits of solving problems in a structured way	4.1	List the stages of a structured process for solving problems	A minimum of three stages must be included to identify three problems
		4.2	Identify a problem using the structure agreed	

		4.3	State potential solutions to the problems identified	
5	Demonstrate the skills required to work with others to solve problems	5.1	Identify the skills required when working with others to solve problems	This should include an introduction to 5 Why's
		5.2	List appropriate communication skills used when working with others to problem solve	
6	Review proposed solutions to problems in a structured way	6.1	List the possible ways to measure the solution and ensure it works effectively	
		6.2	Contribute towards the review of the effectiveness of the solution	



Level 1 Unit – Career Progression Opportunities

Unit aim

This unit introduces will give the learners an understanding of the possible career pathways they may be interested in. It will make sure that the skills and experience they have gives them the opportunity to apply for the job they always longed to do, when it becomes available. The learner will also find that as they progress through working life the need to continually gain new skills and experience if they want to progress.

Unit introduction

This unit gives learners the opportunity to understand why it is so important to plan for a career. They will then research different jobs and courses for a chosen pathway. Having gathered that information, they will then be able to plan for the chosen pathway.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		J/617/5735
Qualification Framework		RQF
Title		Career Progression Opportunities
Unit Level		Level 1
Guided Learning Hours		15 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the ways available to progress careers	1.1	Explain how work and studying opportunities can help with career progress	
		1.2	Explain how one job role or a stage of career development may lead to a progression to another job role or study opportunity	
2	Know how to carry out self-assessment for a different type of career pathway	2.1	Describe personal motivation needs when deciding on a career pathway	
		2.2	Describe the factors that can influence career planning and outcomes	

		2.3	Identify own skills and experience against those required for chosen pathways	This must include at least three examples
3	Know how to successfully research for a chosen career pathway	3.1	Describe the opportunities that are available within a chosen career pathway	
		3.2	Describe the essential criteria required for progression within the chosen career pathway	A reference to digital media must be included
4	Be able to make a S.M.A.R.T plan for career progression in a chosen pathway	4.1	Explain the acronym S.M.A.R.T	
		4.2	Identify S.M.A.R.T goals using information gathered from a self-assessment	
		4.3	Identify resources needed to support the career progression plan	Include a digital media reference
		4.4	Identify the short term goals in the plan	
		4.5	Identify the long term goals in the plan	
		4.6	Outline how the career progression plan will be reviewed and actioned	



Level 1 Unit – Time Management and Workload

Unit aim

This unit will help to develop learners' understanding of time management techniques.

Unit introduction

This unit will help to develop learners' understanding of time management and to know how to manage their own time and workload. The skills learnt in this unit are transferable and can also be used in other sectors, ensuring that employment opportunities are maximised.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		R/617/5737
Qualification Framework		RQF
Title		Time Management and Workload
Unit Level		Level 1
Guided Learning Hours		10 GLH
Total Qualification Time		10 TQT
Unit Credit Value		1 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Know how to manage their own workload and time more effectively	1.1	Describe ways to manage time and workloads more effectively	
		1.2	State why it is important to the organisation and the individual that their time and workload is managed effectively	A minimum of two for the organisation and two for the individual must be provided
		1.3	State why it is important to the customer that their time and workload is managed effectively	A minimum of three examples must be provided
		1.4	State why it is important to offer help to others	Give an example of an appropriate and inappropriate time to offer help
		1.5	Identify when, why and whom to refer customers' problems	

		1.6	Describe the importance of accepting responsibility for their own errors	
2	Be able to manage their own workload and time more effectively	2.1	Outline the use of time management techniques that help to manage the completion of tasks	A minimum of two examples must be provided
		2.2	Explain how to finish tasks within the allocated time allowed and why it is important	
		2.3	Identify both good and bad practices of informing team members of the progress of the work activities	A minimum of two examples for each must be provided
		2.4	Outline how to report problems to the appropriate person that is above their own level of authority	

eta

Level 1 Unit – Transferable Skills and Qualities

Unit aim

This unit will help to learners to identify qualities and skills that employers look for. They may not have an in-depth knowledge of how to repair a car or how to work in a customer service environment, but they do have skills that they use everyday life that can transfer to the workplace.

Unit introduction

This unit will help to develop learners to discover the qualities and skills sought by employers. They will be able to recognise skills from everyday activities, for example cooking a meal for the family requires organisational and time management skills which can be transferred into the workplace. The learner will spend time looking at job advertisements to discover how their skills and qualities can match those sought by prospective employers for specific jobs. They will also look at how to promote their own skills and qualities in a way that makes them a potential candidate for the job on offer.

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		Y/617/5738
Qualification Framework		RQF
Title		Transferable Skills and Qualities
Unit Level		Level 1
Guided Learning Hours		15 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand how to recognise their own qualities and skills that can be transferred into a working environment	1.1	Explain the term 'transferable skill'	
		1.2	Explain transferable skills and provide a list of skills that can be transferred into the workplace	Explain why those skills were selected
		1.3	Describe what a quality is	
		1.4	Identify what their own qualities are and why they are appropriate for a working environment	A minimum of three examples must be provided
2	Assess opportunities that can help develop transferable qualities and skills needed for a working environment	2.1	Describe the type of day to day activities that help to develop transferable qualities and skills	A minimum of two qualities and skills from everyday activities required

		2.2	Identify the types of initiatives that can help to develop transferable qualities and skills	A minimum of two qualities and skills from employment initiatives required
3	Demonstrate how own transferable qualities and skills can be used when applying for jobs	3.1	Identify the transferable qualities and skills employers are looking for when filling specific job roles	A minimum of three examples must be provided
		3.2	Describe how own transferable qualities and skills can match the skills and qualities required by employers	A minimum of two examples must be provided



Level 1 Unit – Managing Own Finances

Unit aim

This unit will help to learners understand how to balance income and expenditure, how to save money and how to borrow safely.

Unit introduction

This unit will help learners to plan and manage a simple budget and to calculate a surplus or shortfall, and examine how pay is calculated. They will develop an understanding of how money can be saved for future needs, and investigate different types of savings accounts to determine which type of account might best suit their needs. They will also explore different approaches to borrowing money by making simple calculations for loan repayments

Assessment

To achieve this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit through a variety of assessment methods appropriate to the delivery environment

Unit Reference Number		D/617/5739
Qualification Framework		RQF
Title		Managing Own Finances
Unit Level		Level 1
Guided Learning Hours		20 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure Pass		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can		Criteria expansion
1	Know how to plan personal finances	1.1	List the different sources of income	A minimum three different sources of income required
		1.2	Outline regular weekly expenditure	A minimum of five different typical items of weekly expenditure required
		1.3	Use calculations to compare weekly income with expenditure	Compare income with expenditure, based on details given for weekly income and expenditure in 1.1 and 1.2
		1.4	Explain details shown on a payslip	A minimum of five details shown on a simple payslip
2	Know what is involved and how to save money	2.1	Outline ways to make savings in weekly expenditure	A minimum of three different examples required
		2.2	Outline features of different types of savings accounts	Two features of two different types of savings account required

		2.3	Select a savings account to match own needs	From 2.2 select one and give two reasons why it meets the learners needs
3	Understand what is involved in borrowing money	3.1	Describe reasons why borrowing money may be required	A minimum of three different examples required
		3.2	Outline the features of different ways to borrow money	A minimum of three different examples required with at least one being online
		3.3	Demonstrate how to calculate repayments on a simple loan	Show how much was borrowed and how much would be paid back and over what period
		3.4	List the potential dangers and risks of borrowing money	This should include both the sources and potential impacts