



Level 1 Diploma of Introduction to Construction 603/5106/8
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

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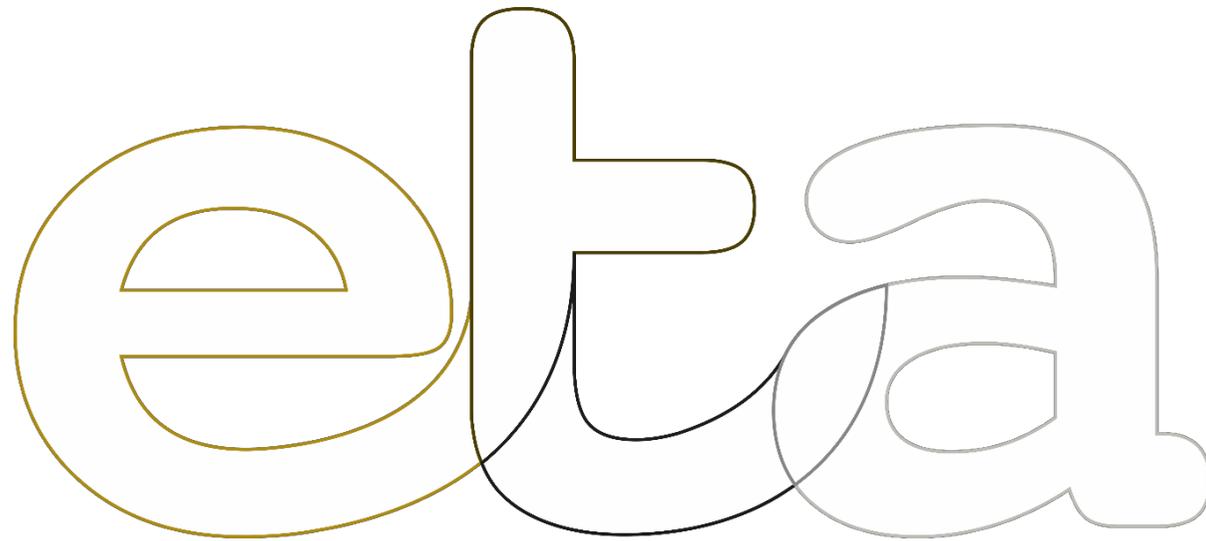
Instructions for Conducting Assessment

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.

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Level 1 Unit – Understanding the industry

Unit aim

This unit introduces learners to the various job roles and the skills required for employment in the learner's particular sector. The unit will enable learners to produce a personal career plan for their chosen sector.

Unit introduction

Learners will develop an understanding of the skills required to work within their chosen sector, including the core sector-related skills, the skills required to work sustainably, and the transferable skills valued by employers, for example having the right attitude and demonstrating appropriate behaviour in line with the legal and ethical issues. Learners will produce an outline career plan that will help them to make decisions on career choices, they will also reflect on the effect of these choices on their lifestyle.

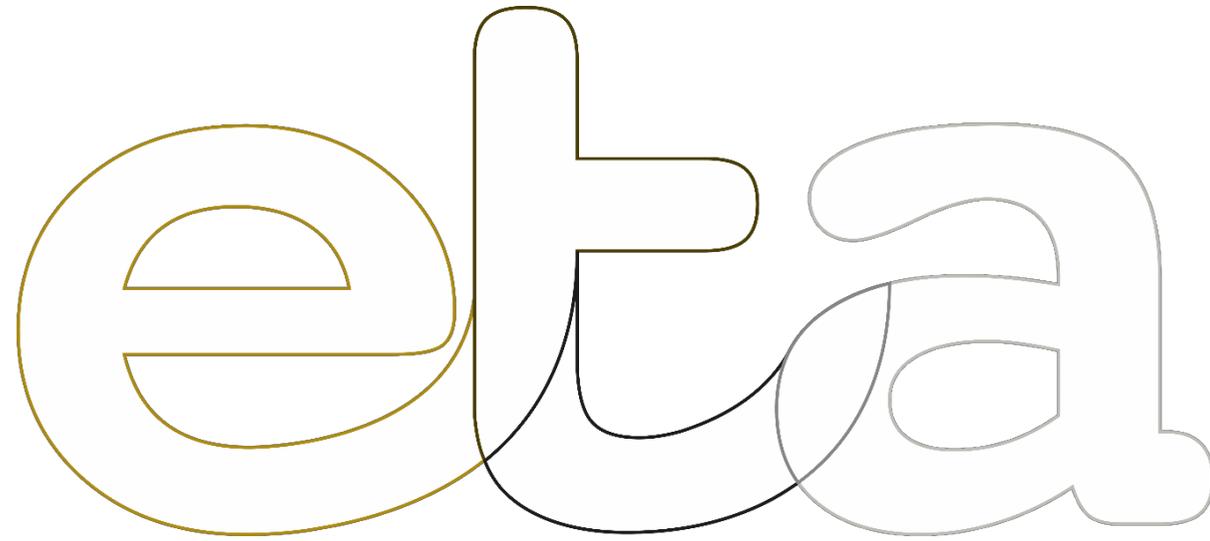
Assessment

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/617/1565
Qualification Framework		RQF
Title		Understanding the Industry
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 identified industry / sector	1.1	Describe potential levels and job roles within a chosen industry / sector	This must include examples of both levels and roles
		1.2	Describe types of business that offer employment opportunities within it	This must include at least three examples
2	Understand the different types of career opportunities available in the sector	2.1	Identify the possible status of job roles within a chosen sector	This must include full time, part time, contracted and agency
		2.2	Identify the common skills required for employment within a chosen sector	A minimum of three skills must be identified
		2.3	Evaluate these requirements against personal circumstances	
		2.4	Describe different types of career progression opportunities	
3	Know about different types of organisation offering career opportunities	3.1	Describe different types of organisation that offer career opportunities in terms of their size and the nature of the work they undertake	This must include at least three examples

4	Understand how career choices can impact upon an individual's lifestyle	4.1	Explain how an individual's lifestyle may be influenced by the career choices they make	
		4.2	Describe how realistic career choices can be made that support individuals circumstances	
5	Be able to work in a sustainable manner within the chosen sector	5.1	Describe the behaviours required to work in a sustainable manner	This must include at least three positive and three negative behaviours
	Be able to seek and respond to guidance when working as part of a team	5.2	Work effectively as a team member	
6	Be able to make informed career choices	6.1	Produce an outline career objective	
		6.2	Explain the opportunities to progress their career	

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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 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 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 whilst 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 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 of 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 important of hygiene at work both the environment and personal	

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Level 1 Unit – Construction Practices

Unit aim

This unit introduces learners to the common tools, materials and practices used in the construction industry. It also offers learners opportunities to develop the skills required to work in related sectors.

Unit introduction

This unit develops the knowledge of working practices for tools, plant and equipment, whilst operating independently and as part of a team in the construction industry. When preparing for work in the construction industry it is also important that learners are able to seek and respond to guidance from colleagues and follow established processes. This unit will help learners develop an understanding of the personal qualities that are valued by employers. The unit prepares learners to develop knowledge that may enable them to progress to obtain the minimum legal requirements to work on construction sites.

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		T/617/1566
Qualification Framework		RQF
Title		Construction Practices
Unit Level		Level 1
Guided Learning Hours		40 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	Identify the common hand tools and materials used in the construction industry	1.1	Describe the hand tools commonly used in a role within construction	This must include a minimum of six hand tools
		1.2	Describe the materials commonly used in a role within construction	This must include at least six materials
		1.3	Outline the risks associated with the tools and materials identified	
		1.4	Describe how to use tools and materials safely and effectively	
2	Work responsibly with other people in the construction industry	2.1	Explain the benefits of maintaining good housekeeping in construction	
		2.2	Follow instructions when working with others	This must be observed
		2.3	Communicate effectively with others	
3	Be able to seek and respond to guidance when working as part of a team	3.1	Request and follow instructions when working with others	
		3.2	Communicate appropriately with others	

4	Describe the potential risks linked to Construction specific material	4.1	State the potential hazards/ risks to the health of workers exposed to asbestos / hazardous materials	This must include both Asbestos and hazardous materials
		4.2	State types of asbestos waste	
		4.3	State types and benefits of personal protective equipment (PPE) used when dealing with hazardous materials	This should be a minimum of four examples
5	Describe how to work around construction plant and equipment safely	5.1	List ways in which moving plant and equipment can cause injury	
		5.2	State hazards/ risks relating to the use of plant and equipment	
		5.3	State the importance of safeguards located near where plant and machinery is being used	
		5.4	Outline how method statements can assist in ensuring the safety of workers where moving plant is in use	
		5.5	Identify hazard warning signs and symbols used around the use of plant and equipment.	
6	Describe the working practices around construction specific activities	6.1	Identify correct working practice above and below ground	This must include working at heights on ladders and scaffolding as well as excavations and tunnelling
		6.2	List potential hazards and for both the identified above and below ground activities.	This must include at least three hazards for above and below ground
		6.3	List the precautions for both the identified above and below ground activities.	This must include at least one precaution for each hazard

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Level 1 Unit – Working, Moving and Handling in Construction

Unit aim

This unit introduces learners to construction working practices on a construction site. It includes safe resource moving and handling techniques and the physical consequences of poor practice. Learners are also given opportunities to work in teams to handle resources safely in the variety of site setting and circumstances.

Unit introduction

This unit allows learners to develop understanding as to the rules and regulations that apply to working, manual handling operations and as to how unsafe techniques can lead to injury. Learners will have the opportunity to explore the techniques used to move and handle resources such as materials, components and fixings. They will perform these techniques both with and without the use of simple lifting aids, alone and as part of a team. Learners will learn to work in a responsible and cooperative manner as they move and handle resources safely. They will work as effective members of a team by following instructions and communicating effectively with other members of the team.

Assessment

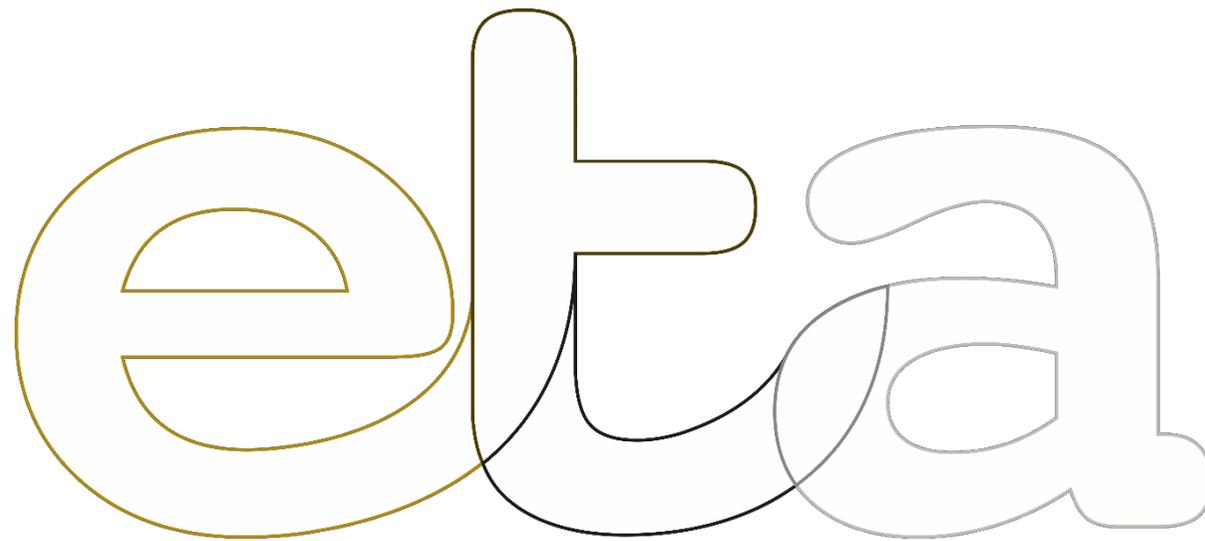
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Unit Reference Number		A/617/1567
Qualification Framework		RQF
Title		Working, moving and handling in construction
Unit Level		Level 1
Guided Learning Hours		35 GLH
Total Qualification Time		40 TQT
Unit Credit Value		4 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand the regulations and guidance that apply to the safe moving and handling of resources in construction	1.1 Identify the regulations and guidance that apply to the safe moving and handling of resources,	This must include the Manual Handling Operations Regulations 1992
		1.2 State the employee's responsibilities under current legislation and official guidance	This should cover moving and storing materials; Manual Handling; Mechanical Lifting
		1.3 State the reasons for ensuring safe manual handling	
2	Understand how unsafe manual handling techniques can cause injury to self and others	2.1 Explain how unsafe manual handling techniques can cause injuries to themselves and others	
		2.2 State the potential injuries and ill health that may occur from incorrect manual handling	

3	Identify mechanical moving and handling equipment and its correct uses	3.1	Select the most appropriate moving and handling equipment	This must include at least four examples
		3.2	Understand the limitations and requirements for the use of this equipment	
		3.3	Identify the related guidance for working with this equipment	
4	Understand and identify safe working practices for excavations and tunnels relating to identified job roles	4.1	Identify safe practice and within the related environment	
		4.2	Understand the risks and related precautions	
		4.3	Understand individual responsibilities whilst working in this environment	
5	Be able to work as part of a team when carrying out safe moving and handling of resources	5.1	States the procedures for safe lifting in accordance with official guidance	This activity must be observed
		5.2	Identify the aids available to assist with manual handling in the workplace	
		5.3	Perform safe moving and handling of resources as part of a team, without the use of lifting aids	
		5.4	State the importance of using safety equipment when handling materials and equipment	
		5.5	Describe how to apply safe work practice, follow procedures and report problems when carrying out safe manual handling in the workplace.	

6	Be able to work responsibly with others	6.1	Demonstrate team working skills by working responsibly and cooperatively when moving and handling resources with others	
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Level 1 Unit – Fundamentals of Continuous Improvement

Unit Aim

This unit introduces learners to the knowledge and basic skills required to understand and contribute towards continuous improvement techniques in the workplace.

Unit introduction

This unit develops the skills in continuous improvement that contribute to efficient operating within a workplace. The unit will help learners to identify the variety of ways a business can be improved and made more efficient. Learners will have the opportunity to explore the transferable nature of these skills and their impact in life as well as in the workplace. This includes the opportunity to undertake practical activities demonstrating the implementation of the key elements.

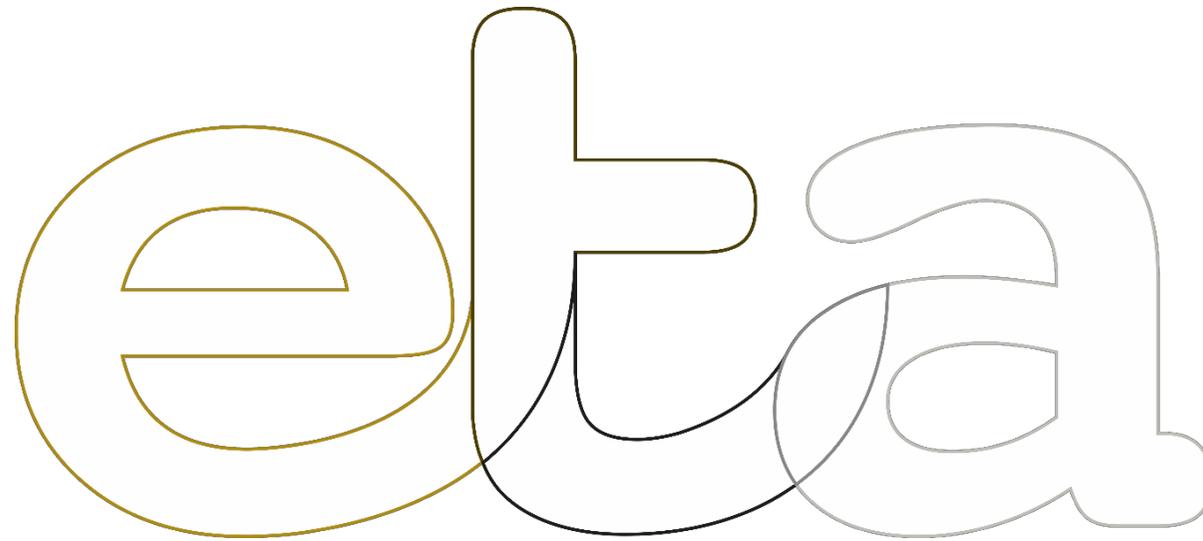
Assessment

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Unit Reference Number		F/617/1568
Qualification Framework		RQF
Title		Fundamentals of Continuous Improvement
Unit Level		Level 1
Guided Learning Hours		45 GLH
Total Qualification Time		50 TQT
Unit Credit Value		5 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand and identify where waste may be present	1.1	List types of potential waste	This must be a minimum of three wastes
		1.2	Identify areas where waste may be present	
		1.3	Identify the potential impact of these wastes	
2	Understand waste minimisation techniques in a working environment	2.1	List the potential opportunities to remove / reduce waste	Provide at least three identified opportunities
		2.2	Describe how these opportunities could be implemented	Descriptions must be provided for all opportunities identified above
3	Understand how 5S can contribute towards workplace improvements	3.1	State the meaning of 5S and its related process	
		3.2	Complete a 5S checklist	
		3.3	List recommendations to make realistic improvements	

		3.4	List the related benefits from the improvements suggested	
4	Understand visual management and its impact in the workplace	4.1	Identify examples of visual management	A minimum of three examples must be provided
		4.2	Describe the benefits of visual management	
		4.3	List the potential impact these benefits may provide	
5	Understand standardised processes and how they are communicated	5.1	List the benefits of a standardised process	A minimum of three benefits must be provided
		5.2	Develop a standardised process	This process could be developed in small groups
		5.3	Explain how this process could be implemented	
		5.4	Describe how the process could be maintained	

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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 career 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.

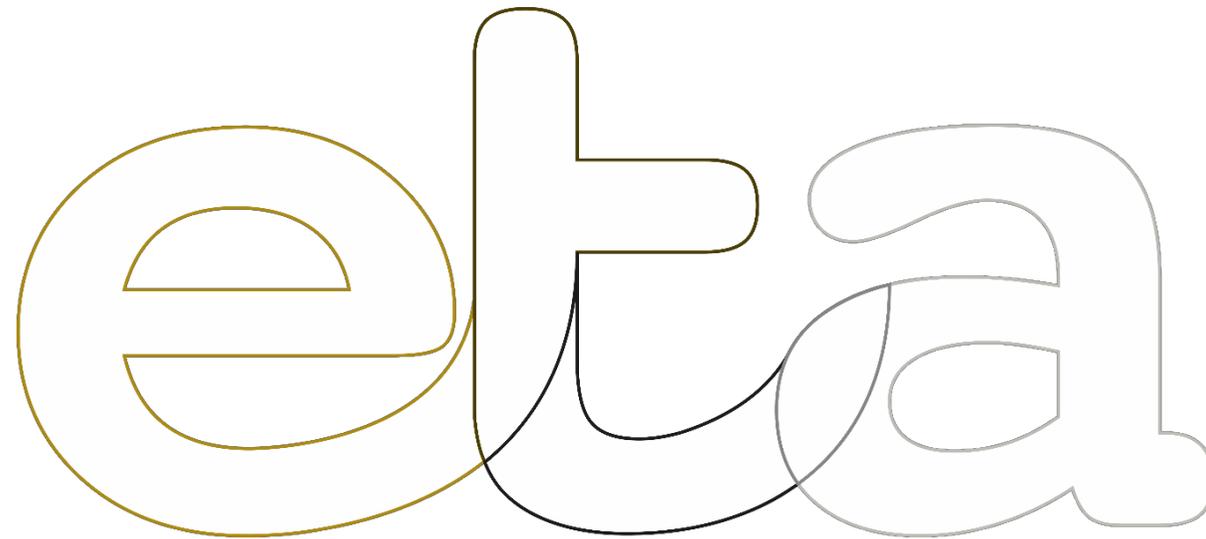
Assessment

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Unit Reference Number		J/617/1596
Qualification Framework		RQF
Title		Problem Solving
Unit Level		Level 1
Guided Learning Hours		45 GLH
Total Qualification Time		50 TQT
Unit Credit Value		5 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	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 – Recycling and Waste Management

Unit Aim

This unit introduces learners to the concept of and challenges faced with recycling and waste management within the logistics and supply chain sector.

Unit introduction

The unit will develop a learner's understanding, skills and knowledge of the specific requirements of the broader logistics and supply chain sector with regard to waste management and the challenges with regard to recycling as well as the risk waste in general will present. Learners will be able to apply the learning to progress in the general sector as well as waste management.

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		F/617/6222
Qualification Framework		RQF
Title		Recycling and Waste Management
Unit Level		Level 1
Guided Learning Hours		45 GLH
Total Qualification Time		50 TQT
Unit Credit Value		5 Credits
Unit Grading Structure		Pass / Fail

Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Understand how waste impacts on the environment	1.1 Definition of the environment	
		1.2 Definition of waste	
		1.3 Identify the different types of waste	Include Inert, Active and Hazardous
		1.4 Identify ways in which waste impacts on the environment	
		1.5 Identify good and bad practices	Using the correct facilities vs Fly tipping for example
2	Understand the legal requirements related to waste management	2.1 Identify two pieces of environmental legislation relating to waste	
		2.2 List the requirements of The Duty of Care Regulations (1991)	
3	Be able to report and address potential safety issues in the workplace.	3.1 Outline how to identify problems or potential safety issues and how to report these to the appropriate person	a) Equipment b) Materials c) Hazardous Situations
		3.2 Outline action to be taken, within own area of responsibility, where incidents	

			could affect the safe working environment	
4	Be able to identify, sort and prepare recyclable materials	4.1	Confirm the information and instructions are understood and/or ask for clarification	A practical demonstration required with a record of observation
		4.2	Identify materials that are suitable for recycling	Minimum of three materials
		4.3	Identify materials that are not suitable for recycling	Minimum of three materials
		4.4	Demonstrate the required sorting and processing methods in accordance with approved procedures	A practical demonstration required with a record of observation
5	Understand how to minimise the environmental impact of recycling operations	5.1	State the potential impact of pollution on the environment	Minimum of three examples
		5.2	Identify opportunities to improve environmental impact within own area of responsibility	
		5.3	Identify how to recognise the waste of energy, equipment and materials	

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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 the emotional and behavioural impact of self and others	2.1	Identify behavioural types of self and others	
		2.2	State how behaviours impact on the 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



Level 1 Unit – Transferable Skills and Qualities

Unit aim

This unit will help 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.

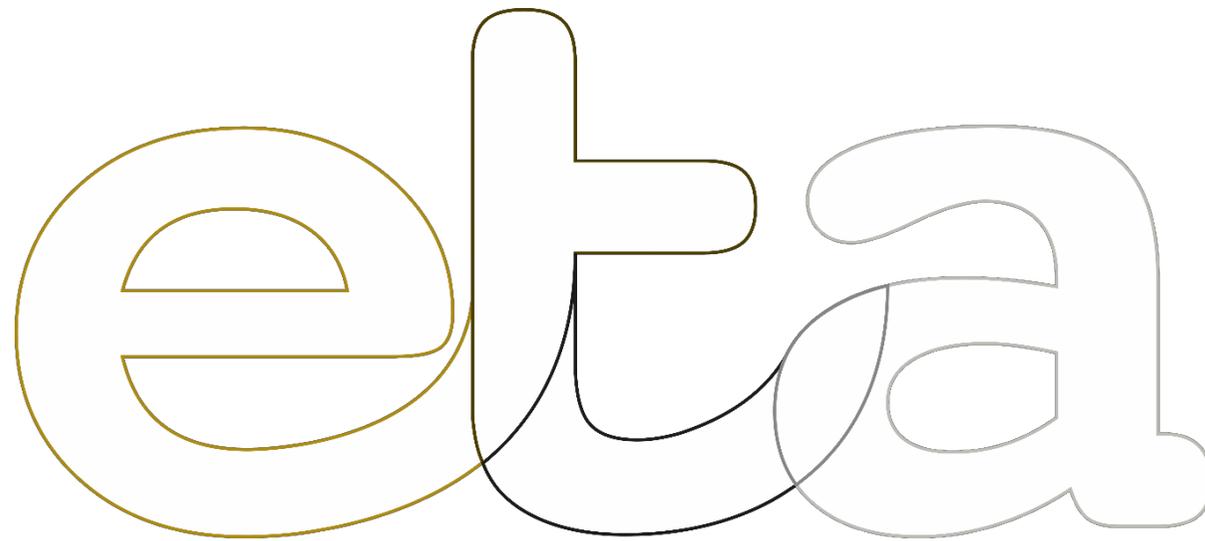
Assessment

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 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 of 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 weekly 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 the 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



Level 1 Unit – Understanding the Customer Requirements

Unit aim

This unit introduces learners to the concept of meeting a customer's needs. It aims to develop learners' awareness of how they might engage with the customer to understand their requirements and the best way to deliver them.

Unit introduction

This unit develops a learner's understanding of how to establish a customer's requirements and how best to deliver them. The will know how to draw out information and details to meet the customer's requirements. The learner will understand how they can use this unit to move forward in both the supply chain sector and the broader customer service environment.

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		F/617/6219
Qualification Framework		RQF
Title		Understanding the customer requirements
Unit Level		Level 1
Guided Learning Hours		15 GLH
Total Qualification Time		20 TQT
Unit Credit Value		2 Credits
Unit Grading Structure		Pass / Fail

	Learning Outcome		Assessment Criteria - The learner can	Criteria expansion
1	Know how to deliver effective customer service	1.1	Define different types of customers	
		1.2	Identify the qualities a customer expects from an individual	To include personal appearance and hygiene and confidentiality
		1.3	Identify the qualities an employer expects from an employee	
		1.4	Outline the listening skills required when dealing with different types of customers	
		1.5	Describe what the benefits are to a business of having satisfied customers	
		1.6	List common causes for customer complaints	
		1.7	Identify who to report to when you are unable to deal with a customer enquiry or request	

		1.8	State why it is important to communicate in an efficient and courteous manner	
2	Understand the link between the customer and stock levels	2.1	State the benefits to the customer of understanding the stock range	
		2.2	Identify where to find information about the stock range	
		2.3	State the reasons for keeping up to date with information on stock	
		2.4	State the reasons for keeping goods or components clean and in good condition	



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

G		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 that different people would bring to the team	3.1	Identify their own strengths, skills and experiences, as relevant to the task being undertaken by the team	Identify a minimum of three
		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 team's 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 to 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

