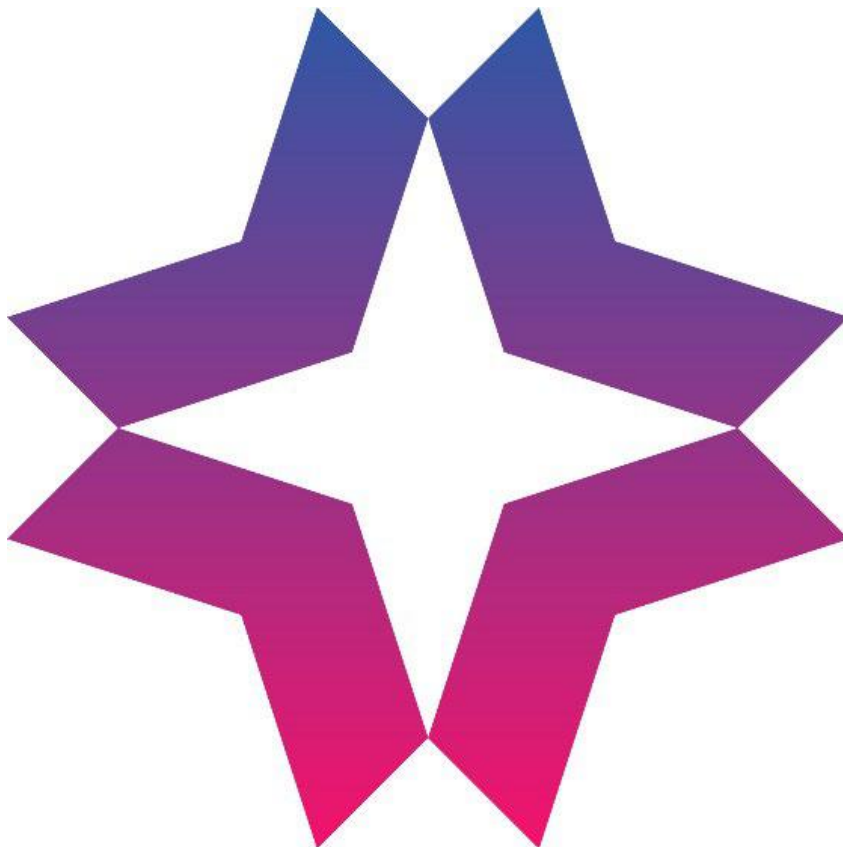


SPECIFICATION

IAO LEVEL 2 CERTIFICATE IN EMPLOYABILITY AND PERSONAL DEVELOPMENT

QUALIFICATION NUMBER: 603/6382/4



Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table.

Version Number	Date Revised	Description of Revision	Page Affected
3	01/06/2021	Change to minimum credits at/above level	4
3	01/06/2021	Addition of optional units in Social Care, Business Administration, Digital Marketing and Sales, Hospitality, Leisure, Travel and Tourism, Retail, Warehousing, Construction	11, 12, 13 28 to 79
4	15/07/2021	Correction to method of assessment for Principles of Digital Marketing (from portfolio of evidence to multiple choice test)	12 and 49

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing, and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org

This document will be updated if there are any changes so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is recognised as an awarding organisation by the following qualifications regulators – Ofqual (England).

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800
Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN)	603/6382/4
Qualification review date	31.07.2024
Guided Learning Hours (GLH)	102
Total Qualification Time (TQT)	140
RQF level	2
Qualification credit value	14 credits
Minimum credits at/above level	9 credits
Assessment requirements	Portfolio of Evidence, Multiple Choice Examination
	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The aim of this qualification is to prepare learners for work. It supports the development of knowledge and skills to enable learners to prepare for work and identify the skills and behaviours required within a professional environment. Learners will gain insight into a range of skills such as how to identify and apply for jobs, how to build working relationships and teamwork, as well as the principles of equality and diversity and their rights and responsibilities once in employment.
Entry guidance	There are no formal entry requirements for this qualification.

Progression opportunities

Learners who achieve this qualification could progress into further education, traineeships, apprenticeships or into employment.

On completion of this course, learners may progress to:

- IAO Level 2 Certificate in Principles of Business Administration
- IAO Level 2 Diploma in Business Administration
- IAO Level 2 Certificate in Principles of Customer Service
- IAO Level 2 Certificate in Preparing to Work in Adult Social Care
- IAO Level 2 Certificate in IT User Skills (ITQ)

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we will make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint, then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensure action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

Please note the above is not a comprehensive guide to running IAO qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Credit values

Every unit and qualification on the RQF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1** credit represents **10** notional learning hours

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

RQF terminology

Whilst the evidence outcomes required from RQF and NVQ units are the same, the RQF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the RQF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the RQF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Qualification structure

To achieve this qualification, learners must gain 5 credits from the mandatory units and a minimum of 9 credits from units in the optional bank.

The minimum guided learning hours for this qualification is 102.

*These units are assessed by multiple choice examination.

Unit structures

Mandatory and optional units are listed below.

The optional units comprise generic units applicable to all learners and all sectors, and sector-specific units which learners may select if they wish to find out about particular sectors.

Mandatory units

Unit ref	Unit title	Level	Credits	GLH
J/501/5893	Applying for a job	2	1	10
H/501/5917	Preparing for an interview	2	1	10
J/618/3737	Effective skills, qualities and attitudes for learning and work	2	3	22

Optional units (generic)

Unit ref	Unit title	Level	Credits	GLH
J/618/3740	Teamworking skills	2	3	20
H/600/7794	Developing self for learning and work	2	2	15
J/506/1806	*Principles of equality and diversity in the workplace	2	2	10
J/600/0840	*Understanding Employment Rights and Responsibilities	2	2	15
R/618/3739	Building working relationships with customers	2	2	20

Optional units (Social Care)

Unit ref	Unit title	Level	Credits	GLH
D/618/6921	Introduction to health and social care provision	2	4	22
Y/618/6920	Introduction to early years and children and young people's service provision	2	4	22
M/616/5085	The principles of infection prevention and control	2	3	30
A/616/5042	Safeguarding and protection in care settings	2	3	26

Optional units (Business Administration)

Unit ref	Unit title	Level	Credits	GLH
F/600/7799	*Understanding the business environment	2	2	16
L/601/7638	Principles of personal responsibilities and working in a business environment	2	4	32

Optional units (Digital Marketing and Sales)

Unit ref	Unit title	Level	Credits	GLH
D/618/7017	Introduction to Digital Marketing	2	4	30
Y/502/4257	IT security for users	2	2	15
D/502/9931	*Principles of digital marketing	2	5	40
F/618/3655	Principles of how to sell a product or service	2	1	10
A/502/8205	Understanding sales techniques and processes	2	5	40
D/502/9928	*Principles of marketing theory	2	4	30

Optional units (Hospitality, Leisure, Travel and Tourism)

Unit ref	Unit title	Level	Credits	GLH
J/500/9043	*Introduction to the catering and hospitality industry	1	3	20
F/618/3641	*Principles of safe, hygienic and secure working environments in hospitality	1	2	15
T/600/1059	Principles of Customer Service in Hospitality, Leisure, Travel and Tourism	2	1	10

Optional units (Retail)

Unit ref	Unit title	Level	Credits	GLH
T/618/5077	Introduction to the retail industry	1	2	16
A/502/5823	*Understanding how a retail business maintains health and safety on its premises	2	2	15

Optional units (Warehousing)

Unit ref	Unit title	Level	Credits	GLH
H/618/6922	Introduction to the Warehousing and Logistics Sector	2	2	16
K/618/6923	The principles of health, safety and security in the warehousing and logistics sector	2	2	15

Optional units (Construction)

Unit ref	Unit title	Level	Credits	GLH
Y/618/7291	Introduction to the construction sector	2	5	30
D/618/7292	Health, safety, welfare and security within a construction environment	2	8	50

Title:	J/501/5893 Applying for a job
Level:	2
Credit value:	1
GLH:	10
Learning outcome	Assessment criteria
The learner will:	The learner can:
1. Be able to access different methods of applying for a job	1.1 Investigate different methods of applying for a job
2. Be able to prepare a job application	2.1 Collate the appropriate information for a job application 2.2 Prepare a thorough job application
3. Be able to present the job application appropriately	3.1 Select and use the conventions, formats and styles of presenting job applications appropriately
4. Be able to reflect on the appropriateness of the job application	4.1 Evaluate the suitability of the style and information in the job application in relation to its intended audience
Additional information	1.1: At least 3 different methods of applying for a job must be provided.
Unit aim	This unit aims to equip learners with the skills to access and respond to different types of job application opportunities. Learners will gain an understanding of how to present a job application in an appropriate way.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence.
Details of the relationship of the unit and relevant national occupational standards	

Title:	H/501/5917 Preparing for an interview
Level:	2
Credit value:	1
GLH:	10
Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to anticipate key questions that they might be asked at the interview	1.1 Suggest key types of questions that an interviewer might ask
2. Be able to prepare answers to anticipated interview questions	2.1 Prepare appropriate answers to the key questions most likely to be asked by an interviewer
3. Know how to use information about the job/course to identify questions to ask the interviewer	3.1 Find out information about the employer/organisation/course and explain why it is useful for the interview 3.2 Identify what information they do not have about the job/placement/course which they could request at the interview
Additional information	1.1: A minimum of 6 questions must be provided 2.1: A minimum of 6 answers must be provided
Unit aim	This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence.
Details of the relationship of the unit and relevant national occupational standards	

Title:	J/618/3737 Effective skills, qualities and attitudes for learning and work
Level:	2
Credit value:	3
GLH:	22
Learning outcome	Assessment criteria
The learner will:	The learner can:
1. Understand a range of positive qualities, attitudes and behaviours for learning and work	1.1 Explain the importance of positive qualities, attitudes and behaviours for employment 1.2 Describe appropriate codes of conduct 1.3 Describe the importance of: <ul style="list-style-type: none"> • adaptability and flexibility • motivation • enthusiasm • commitment • professionalism 1.4 Reflect on their positive qualities, attitudes and behaviours for learning and work
2. Understand why effective communication is important	2.1 Explain the importance of effective verbal and non-verbal communication 2.2 Describe how to communicate effectively face-to-face with colleagues or customers 2.3 Describe how to communicate effectively with colleagues or customers who are not present 2.4 Explain ideas using technical language where appropriate 2.5 Give examples of different forms of written communication and when they are used 2.6 Describe the possible impact of inappropriate use of social network sites

<p>3. Be able to work effectively</p>	<p>3.1 Identify the tasks that need to be done and the deadlines</p> <p>3.2 Produce a plan for the working day</p> <p>3.3 Work safely following health and safety guidelines</p> <p>3.4 Carry out multiple tasks or projects</p> <p>3.5 Complete tasks to required standard and deadlines</p> <p>3.6 Reflect on their work and identify ways of working more effectively</p>
<p>Additional information</p>	<p>1.4: A minimum of 3 positive qualities, attitudes and behaviours must be provided</p> <p>2.5: A minimum of 3 different forms of written communication must be provided</p>
<p>Unit aim</p>	<p>The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by portfolio of evidence.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	J/618/3740 Teamworking skills
Level:	2
Credit value:	3
GLH:	20
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand why effective teamwork is important	1.1 Define effective teamwork 1.2 Describe the advantages and disadvantages of teamwork for a given situation
2. Understand the roles people may take in a teamwork situation	2.1 Give examples of formally allocated roles 2.2 Give examples of less formal roles 2.3 Describe the impact these roles could have on the way a team works and on members of the team
3. Understand the role of conflict	3.1 List factors that could contribute to conflict in a team 3.2 Explain how conflicting views could be an advantage 3.3 Suggest ways to manage and resolve conflict
4. Understand what needs to be done to achieve a particular goal	4.1 Explain the overall goal and objectives of the team 4.2 Identify their own strengths, skills and experiences relevant to the teamwork situation 4.3 Describe their own role as part of the team

<p>5. Be able to work with others towards achieving shared objectives</p>	<p>5.1 Agree an action plan of individual and group activities needed to achieve the objectives</p> <p>5.2 Clarify action plan if necessary</p> <p>5.3 Identify who to ask for help if needed</p> <p>5.4 Carry out the individual and group activities as agreed</p> <p>5.5 Motivate the team to achieve its objectives</p> <p>5.6 Provide feedback in an appropriate and constructive manner</p> <p>5.7 Receive and respond to constructive feedback</p>
<p>6. Be able to reflect on own performance and that of the team</p>	<p>6.1 Reflect on their own performance and the performance of the team</p> <p>6.2 Suggest ways of improving own team working skills</p>
<p>Additional information</p>	
<p>Unit aim</p>	<p>The aim of this unit is to help the learner understand the roles people may take within teams and be able to work with others towards achieving shared objectives.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by portfolio of evidence.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	H/600/7794 Developing self for learning and work
Level:	2
Credit value:	2
GLH:	15
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how to improve own performance through learning	1.1 Identify formal learning opportunities 1.2 Identify informal learning opportunities 1.3 Describe how they learn effectively 1.4 Identify how to maximise own learning opportunities
2. Understand which personal attributes (qualities and attitudes) are needed for success in learning and work	2.1 Describe positive qualities and attitudes needed for learning and work 2.2 Outline own personal strengths and weaknesses 2.3 Explain why it is important to continuously develop own strengths and improve on weaknesses
3. Understand the importance of transferable skills for success in learning and work	3.1 Differentiate between vocational skills and transferable skills 3.2 Explain the importance of transferable skills 3.3 Outline own current transferable skills
4. Be able to action plan for self-development	4.1 Identify areas for development in their: <ol style="list-style-type: none"> Vocational skills Transferable skills Personal attributes 4.2 Identify realistic short term targets and long term goals for each area 4.3 Prepare an action plan or contract to meet short term targets 4.4 Identify arrangements for reviewing progress

Additional information	<p>2.1: A minimum of 5 positive qualities and attitudes must be provided</p> <p>2.2: A minimum of 4 personal strengths and weaknesses must be provided</p> <p>4.2: A minimum of 4 short term targets and long term goals must be provided</p>
Unit aim	<p>The aim of this unit is to help the learner plan for progression by being able to recognise and build on personal strengths.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit is assessed by portfolio of evidence.</p>
Details of the relationship of the unit and relevant national occupational standards	

Title:	J/506/1806 Principles of equality and diversity in the workplace
Level:	2
Credit value:	2
GLH:	10
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the implications of equality legislation	1.1 Define the concept 'equality and diversity' 1.2 Describe the legal requirements for equality of opportunity 1.3 Describe the role and powers of organisations responsible for equality 1.4 Explain the benefits of equal opportunities and diversity 1.5 Explain the potential consequences for an organisation of failing to comply with equality legislation
2. Understand organisational standards and expectations for equality and diversity and context in the workplace	2.1 Explain how organisational policies on equality and diversity translate into day to day activity in the workplace 2.2 Describe their own responsibilities for equality and diversity in the workplace 2.3 Describe behaviours that support equality, diversity and inclusion in the workplace
Unit aim	This unit aims to develop knowledge and understanding regarding equality and diversity, and will introduce learners to the key principles underpinning equality and diversity in the workplace. Upon completion of this unit, learners will understand the implications of equality legislation and will understand organisational standards and expectations for equality and diversity in the workplace.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by multiple choice test.

Details of the relationship of the unit and relevant national occupational standards	
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Title:	J/600/0840 Understanding Employment Rights and Responsibilities
Level:	2
Credit value:	2
GLH:	15
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know their employment rights and responsibilities under the law	1.1 Describe their rights and responsibilities in terms of: <ul style="list-style-type: none"> • contracts of employment • anti-discrimination legislation • working hours and holiday entitlements • sickness absence and sick pay • data protection • health and safety 1.2 Outline the rights and responsibilities of the employer 1.3 Describe the health and safety legal requirements relevant to their organisation 1.4 Outline the implications of health and safety legal requirements for their own job role
2. Understand documents relevant to their employment	2.1 Explain the main terms and conditions of a contract of employment 2.2 Outline the contents and purpose of a job description 2.3 Describe the types of information held on personnel records 2.4 Describe how to update information held on personnel records 2.5 Interpret the information shown on a pay slip or other statement of earnings

<p>3. Know key employment procedures at work</p>	<p>3.1 Describe the procedures to follow if someone needs to take time off</p> <p>3.2 Describe the procedures to follow if there is a grievance</p> <p>3.3 Describe the procedures to follow if there is evidence of discrimination or bullying</p> <p>3.4 Identify sources of information and advice on employment issues:</p> <ul style="list-style-type: none"> • internal to their organisation • external to their organisation
<p>Additional information</p>	
<p>Unit aim</p>	<p>This unit covers the knowledge and understanding that employees require concerning:</p> <ul style="list-style-type: none"> • employment law and industry specific legislation that apply to their jobs • key documents relating to their employment • employment procedures they should follow at work
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by multiple choice test.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	R/618/3739 Building working relationships with customers
Level:	2
Credit value:	2
GLH:	20
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how a customer's or client's interactions with employees influence their opinion of an organisation as a whole	1.1 Explain how an employee's self-presentation can affect a customer's opinion of the individual and their organisation 1.2 Explain why keeping customers satisfied is important to organisations
2. Understand why organisations normally have protocols for dealing with customers	2.1 Describe the key areas likely to be contained in a customer service protocol 2.2 Explain why it is important for employees to follow customer service protocols
3. Be able to interact positively with customers in line with given protocols	3.1 Follow protocols to provide answers to commonly occurring customer query requests 3.2 Communicate appropriately with customers 3.3 Explain the procedures within an organisation for dealing with customer problems and complaints 3.4 Describe when it would be necessary to involve colleagues in assisting the customer
Additional information	
Unit aim	In this unit the learner will be introduced to the concept of customer service standards and the way in which organisations ensure their delivery through the use of protocols.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence.

Details of the relationship of the unit and relevant national occupational standards	
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Title:	D/618/6921 Introduction to health and social care provision
Level:	2
Credit value:	4
GLH:	22
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the types of support available in health and social care services	1.1 Describe: <ul style="list-style-type: none"> • statutory service provision • voluntary service provision • independent service provision • informal service provision 1.2 Outline the purpose of service provisions available for adults 1.3 Identify who would access different types of services and support 1.4 Outline how informal care contributes to formal care
2. Know the roles available in health and social care services	2.1 Identify the roles available in the different types of services 2.2 Outline the specialist knowledge and skills required to work in the sector 2.3 Identify opportunities for career progression
3. Understand core approaches that underpin work in health and social care	3.1 Describe the principles and values that underpin the sector 3.2 Outline why employees follow these values 3.3 Explain confidentiality including how this is maintained
Additional information	3.1: The 6 Cs – care, compassion, competence, communication, courage, commitment
Unit aim	The aim of this unit is to develop the learner’s awareness of the health and social care sector.

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence.
Details of the relationship of the unit and relevant national occupational standards	

Title:	Y/618/6920 Introduction to early years and children and young people's service provision
Level:	2
Credit value:	4
GLH:	22
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the types of support available in early years and children and young people's services	1.1 Describe: <ul style="list-style-type: none"> • statutory service provision • voluntary service provision • independent service provision • informal service provision 1.2 Outline the purpose of service provisions available for: <ul style="list-style-type: none"> • Early years • Children • Young people 1.3 Identify who would access different types of services and support 1.4 Outline how informal care contributes to formal care
2. Know the roles available in early years and children and young people's services	2.1 Identify the roles available in the different types of services 2.2 Outline the specialist knowledge and skills required to work in the sector 2.3 Identify opportunities for career progression
3. Understand core approaches that underpin work in early years and children and young people's services	3.1 Describe the principles and values that underpin the sector 3.2 Outline why employees follow these values 3.3 Explain confidentiality including how this is maintained
Additional information	3.1: The 6 Cs – care, compassion, competence, communication, courage, commitment

Unit aim	The aim of this unit is to develop the learner's awareness of the early years and children and young people's sector.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence.
Details of the relationship of the unit and relevant national occupational standards	

Title:	M/616/5085 The principles of infection prevention and control
Level:	2
Credit value:	3
GLH:	30
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand own and others' roles and responsibilities in the prevention and control of infections	1.1 Explain employees' roles and responsibilities in relation to the prevention and control of infection 1.2 Explain employers' responsibilities in relation to the prevention and control of infection
2. Understand legislation and policies relating to prevention and control of infections	2.1 Outline current legislation and regulatory body standards which are relevant to the prevention and control of infection 2.2 Identify local and organisational policies relevant to the prevention and control of infection
3. Understand systems and procedures relating to the prevention and control of infections	3.1 Describe procedures and systems relevant to the prevention and control of infection 3.2 Explain the potential impact of an outbreak of infection on the individual and the organisation
4. Understand the importance of risk assessment in relation to the prevention and control of infections	4.1 Define the term risk 4.2 Outline potential risks of infection within the workplace 4.3 Describe the process of carrying out a risk assessment 4.4 Explain the importance of carrying out a risk assessment

<p>5. Understand the importance of using Personal Protective Equipment (PPE) in the prevention and control of infections</p>	<p>5.1 Demonstrate correct use of PPE</p> <p>5.2 Identify different types of PPE</p> <p>5.3 Explain the reasons for use of PPE</p> <p>5.4 State current relevant regulations and legislation relating to PPE</p> <p>5.5 Describe employees' responsibilities regarding the use of PPE</p> <p>5.6 Describe employers' responsibilities regarding the use of PPE</p> <p>5.7 Describe the correct practice in the application and removal of PPE</p> <p>5.8 Describe the correct procedure for disposal of used PPE</p>
<p>6. Understand the importance of good personal hygiene in the prevention and control of infections</p>	<p>6.1 Describe the key principles of good personal hygiene</p> <p>6.2 Demonstrate good hand washing technique</p> <p>6.3 Identify the correct sequence for hand washing</p> <p>6.4 Explain when and why hand washing should be carried out</p> <p>6.5 Describe the types of products that should be used for hand washing</p> <p>6.6 Describe correct procedures that relate to skincare</p>
<p>Additional information</p>	<p>3.2: Individual refers to someone requiring care or support; it will usually mean the person or people supported by the learner</p>
<p>Unit aim</p>	<p>To introduce the learner to national and local policies in relation to infection control; to explain employer and employee responsibilities in this area; to understand how procedures and risk assessment can help minimise the risk of an outbreak of infection.</p> <p>Learners will also gain an understanding of how to use PPE correctly and the importance of good personal hygiene.</p>

Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence. This unit must be assessed in line with Skills for Health Assessment Principles.
Details of the relationship of the unit and relevant national occupational standards	This unit links to IPC01.2012.

Title:	A/616/5042 Safeguarding and protection in care settings
Level:	2
Credit value:	3
GLH:	26
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand principles of safeguarding adults	1.1 Explain the term safeguarding 1.2 Explain own role and responsibilities in safeguarding individuals 1.3 Define the following terms: <ul style="list-style-type: none"> • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others 1.4 Describe harm 1.5 Describe restrictive practices
2. Know how to recognise signs of abuse	2.1 Identify the signs and/or symptoms associated with each of the following types of abuse: <ul style="list-style-type: none"> • Physical abuse • Domestic abuse • Sexual abuse • Emotional/psychological abuse • Financial/material abuse • Modern slavery • Discriminatory abuse • Institutional/organisational abuse • Self-neglect • Neglect by others 2.2 Describe factors that may contribute to an individual being more vulnerable to abuse

<p>3. Know how to respond to suspected or alleged abuse</p>	<p>3.1 Explain the actions to take if there are suspicions that an individual is being abused</p> <p>3.2 Explain the actions to take if an individual alleges that they are being abused</p> <p>3.3 Identify ways to ensure that evidence of abuse is preserved</p>
<p>4. Understand the national and local context of safeguarding and protection from abuse</p>	<p>4.1 Identify relevant legislation, national policies and local systems that relate to safeguarding and protection from abuse</p> <p>4.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse</p> <p>4.3 Identify factors which have featured in reports into serious cases of abuse and neglect</p> <p>4.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse, including whistle blowing</p> <p>4.5 Identify when to seek support in situations beyond your experience and expertise</p>
<p>5. Understand ways to reduce the likelihood of abuse</p>	<p>5.1 Explain how the likelihood of abuse may be reduced by:</p> <ul style="list-style-type: none"> • working with person centred values • encouraging active participation • promoting choice and rights • supporting individuals with awareness of personal safety <p>5.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse</p> <p>5.3 Outline how the likelihood of abuse can be reduced by managing risk and focusing on prevention</p>

<p>6. Know how to recognise and report unsafe practices</p>	<p>6.1 Describe unsafe practices that may affect the well-being of individuals</p> <p>6.2 Explain the actions to take if unsafe practices have been identified</p> <p>6.3 Describe the actions to take if suspected abuse or unsafe practices have been reported but nothing has been done in response</p>
<p>7. Understand principles for online safety</p>	<p>7.1 Describe the potential risks presented by:</p> <ul style="list-style-type: none"> • the use of electronic communication devices • the use of the internet • the use of social networking sites • carrying out financial transactions online <p>7.2 Explain ways of reducing the risks presented by each of these types of activity</p> <p>7.3 Explain the importance of balancing measures for online safety against the benefits to individuals of using electronic systems and devices</p>
<p>Additional information</p>	<p>Care settings e.g. Adult, children and young people’s health settings and adult care settings</p> <p>1.3: Domestic abuse should include acts of control and coercion</p> <p>2.2: Factors may include:</p> <ul style="list-style-type: none"> • a setting or situation • the individual <p>2.2: An individual will usually mean the person supported by the learner but may include those for whom there is no formal duty of care</p> <p>3.1: The actions to take constitute the learner’s responsibilities in responding to allegations or suspicions of abuse. They include actions to take if the allegation or suspicion implicates:</p> <ul style="list-style-type: none"> • A colleague • Someone in the individual’s personal network • The learner • The learner’s line manager • Others

	<p>4.1: Local systems may include:</p> <ul style="list-style-type: none">• employer/organisational policies and procedures• multi-agency adult protection arrangements for a locality <p>4.4: A whistle blower is a person who exposes any kind of information or activity that is deemed illegal, unethical or not correct</p> <p>5.1: Person centred values include:</p> <ul style="list-style-type: none">• Individuality• Rights• Choice• Privacy• Independence• Dignity• Respect• Partnership• Care• Compassion• Courage• Communication• Competence <p>5.1: Active participation is a way of working that recognises an individual's right to participate in the activities and relationships of everyday life as independently as possible; the individual is regarded as an active partner in their own care or support, rather than a passive recipient</p> <p>6.1: Unsafe practices may include</p> <ul style="list-style-type: none">• poor working practices• resource difficulties• operational difficulties <p>6.1: Well-being may include aspects that are:</p> <ul style="list-style-type: none">• Social• Emotional• Cultural• Spiritual• Intellectual• Economic• Physical• Mental
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Unit aim	<p>This unit is aimed at those working in a wide range of care settings. This unit covers the important area of safeguarding individuals from abuse. It identifies different types of abuse and the signs and symptoms that might indicate abuse is occurring. It considers when individuals might be particularly vulnerable to abuse and what a learner must do if abuse is suspected or alleged.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit is assessed by portfolio of evidence. This unit must be assessed in accordance with Skills for Care and Development's RQF Assessment Principles.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>SCDHSC0024 Support the safeguarding of individuals</p> <p>SCDHSC0035 Promote the safeguarding of individuals</p>

Title:	F/600/7799 Understanding the business environment
Level:	2
Credit value:	2
GLH:	16
Learning outcome	Assessment criteria
The learner will:	The learner can:
1. Understand that there are different types of business	1.1 Define the private sector and give examples of types of private sector businesses 1.2 Define the public sector and give examples of public sector organisations 1.3 Define the voluntary sector and give examples of voluntary sector organisations 1.4 Explain possible advantages and disadvantages of working in one of the following sectors: <ul style="list-style-type: none"> • Private • Public • Voluntary
2. Understand how businesses function	2.1 Describe the following business functions: <ul style="list-style-type: none"> • Operations • People • Information • Research and development • Finance 2.2 Compare the possible advantages and disadvantages of working for a: <ul style="list-style-type: none"> • national organisation • small and medium sized enterprise (SME)
3. Understand changing patterns of employment	3.1 Outline some of the changes in patterns of employment locally 3.2 Outline some of the changes in patterns of employment nationally 3.3 Outline some of the changes in patterns of employment in Europe and Globally

	3.4 Describe how changing patterns of employment may affect their choices for learning or work
4. Understand how business activity is affected by market forces	4.1 Explain the relationship between supply and demand in the business environment 4.2 Describe the relationship between price and profit 4.3 Identify the connections between markets and competition
Unit aim	This unit provides learners with the knowledge and understanding of business environments. Learners will need to understand different types of business and how businesses function. Learners will also need to understand changing patterns of employment and how business activity affects market forces.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by multiple choice test.
Details of the relationship of the unit and relevant national occupational standards	

Title:	L/601/7638 Principles of personal responsibilities and working in a business environment
Level:	2
Credit value:	4
GLH:	32
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the employment rights and responsibilities of the employee and employer	1.1 Identify the main points of contracts of employment 1.2 Identify the main points of legislation affecting employers and employees 1.3 Identify where to find information on employment rights and responsibilities both internally and externally 1.4 Describe how representative bodies can support the employee 1.5 Identify employer and employee responsibilities for equality and diversity in a business environment 1.6 Explain the benefits of making sure equality and diversity procedures are followed in a business environment
2. Understand the purpose of health, safety and security procedures in a business environment	2.1 Identify employer and employee responsibilities for health, safety and security in a business environment 2.2 Explain the purpose of following health, safety and security procedures in a business environment 2.3 Identify ways of maintaining a safe and secure environment in a business environment

<p>3. Understand how to communicate effectively with others in a business environment</p>	<p>3.1 Describe different methods of communication</p> <p>3.2 Explain how to choose the most appropriate method of communicating with others</p> <p>3.3 Describe ways of actively listening</p>
<p>4. Understand how to work with and support colleagues</p>	<p>4.1 Explain the purpose of agreeing standards for own work with others</p> <p>4.2 Explain the purpose of taking on new challenges and adapting to change</p> <p>4.3 Explain the purpose of treating others with honesty and consideration</p>
<p>5. Know how to plan own work and be accountable to others</p>	<p>5.1 Explain the purpose of meeting work standards and deadlines when completing tasks</p> <p>5.2 Identify ways of planning own work</p> <p>5.3 Describe methods of keeping others informed about progress</p>
<p>6. Understand the purpose of improving own performance in a business environment and how to do so</p>	<p>6.1 Explain the purpose of continuously improving own performance in a business environment</p> <p>6.2 Describe ways of improving own performance in a business environment</p> <p>6.3 Identify different types of career pathways that are available</p>
<p>7. Understand the types of problems that may occur in a business environment and how to deal with them</p>	<p>7.1 Identify the types of problems that may occur in a business environment</p> <p>7.2 Explain ways of dealing with problems that may occur in a business environment</p> <p>7.3 Explain how and when to refer problems to relevant colleagues</p>

Unit aim	<p>This unit is about understanding employment rights and the impact on the business environment.</p> <p>The importance of organisational policies and procedures, principles and regulations governing employment rights, which protect the employer, employee and their business environment. This unit refers to the working relationship of the individual and colleagues within an organisation and how the rules and regulations support this, to achieve performance and maintain a safe environment.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit is assessed by portfolio of evidence.</p>
Details of the relationship of the unit and relevant national occupational standards	<p>BAA231; BAF172.</p>

Title:	D/618/7017 Introduction to Digital Marketing
Level:	2
Credit value:	4
GLH:	30
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the types of organisations and businesses in the digital marketing sector	1.1 Describe the structure of the sector 1.2 List different types of organisations and businesses in the sector 1.3 Describe the main features of the different types of digital marketing organisations
2. Know the different job roles in the digital marketing sector	2.1 List the main job roles in the sector 2.2 Describe job roles across different operations within digital marketing organisations
3. Know career opportunities in the digital marketing sector	3.1 Identify the training opportunities including qualifications available to workers in the sector 3.2 Identify the opportunities for career progression and self-employment in the sector
4. Understand how digital marketing tools are applied in businesses and organisations	4.1 Explain how Search Engine Optimisation is used to increase traffic on a website 4.2 Describe how Customer Relationship Management (CRM) tools are used 4.3 Describe the benefits of email marketing and affiliate marketing 4.4 Outline how digital marketing is supported by: <ul style="list-style-type: none"> • organic social media • paid social media 4.5 Explain how video hosting can save costs in digital marketing 4.6 Describe how programmatic advertising is used to target audiences 4.7 Identify the purpose of content creation and content curation

	<p>4.8 Explain how display retargeting is used to deliver brand messages</p> <p>4.9 Describe how website testing and website analytics help digital marketers plan future campaigns</p>
Additional information	<p>AC1.2: types of organisations and businesses</p> <p>For example: not for profit, public sector, private sector, voluntary etc</p>
Unit aim	<p>The aim of this unit is to help the learner know the types of organisations, job roles and career opportunities that exist in the digital marketing sector and understand how digital marketing tools can be applied in business.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit is assessed by portfolio of evidence.</p>
Details of the relationship of the unit and relevant national occupational standards	

Title:	Y/502/4257 IT security for users
Level:	2
Credit value:	2
GLH:	15
Learning outcome The learner will:	Assessment criteria The learner can:
1. Select and use appropriate methods to minimise security risk to IT systems and data	1.1 Describe the security issues that may threaten system performance 1.2 Apply a range of security precautions to protect IT systems and data 1.3 Describe the threats to system and information security and integrity 1.4 Keep information secure and manage personal access to information sources securely 1.5 Describe ways to protect hardware, software and data and minimise security risk 1.6 Apply guidelines and procedures for the secure use of IT 1.7 Describe why it is important to backup data and how to do so securely 1.8 Select and use effective backup procedures for systems and data
Unit aim	This is the ability to protect hardware, software and the data within an IT system against theft, malfunction and unauthorised access.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence.
Details of the relationship of the unit and relevant national occupational standards	

Title:	D/502/9931 Principles of digital marketing
Level:	2
Credit value:	5
GLH:	40
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the role of digital marketing	1.1 Explain the role of digital marketing within the overall marketing strategy 1.2 Explain the strengths and weaknesses of digital marketing 1.3 Explain the importance of targeted digital marketing 1.4 Describe the sources of data lists for use in targeting customers and potential customers 1.5 Explain the legal requirements and implications of digital marketing 1.6 Describe the importance of digital data capture systems for digital marketing
2. Understand the use of search engine optimisation (SEO)	2.1 Describe the use of SEO 2.2 Explain the importance of SEO 2.3 Explain the advantages and disadvantages of links to other websites
3. Understand the requirements of marketing research using the internet	3.1 Explain how to use search-related internet facilities to enable the identification and retrieval of targeted information 3.2 Explain the advantages and disadvantages of different internet data collection sources 3.3 Explain the importance of confirming the accuracy of information retrieved from the internet

<p>4. Understand the uses of digital marketing devices and messages</p>	<p>4.1. Describe the potential uses of a Customer Relationship Management (CRM) system</p> <p>4.2. Explain the importance of data cleansing</p> <p>4.3. Describe the use of digital marketing devices</p> <p>4.4. Describe the use of digital response systems</p> <p>4.5. Explain the advantages and disadvantages of different tracking systems used in digital marketing</p>
<p>5. Understand how to use digital technology for marketing purposes</p>	<p>5.1 Explain how to use a CRM system</p> <p>5.2 Explain how to maintain the currency and accuracy of digital databases</p> <p>5.3 Explain the advantages and disadvantages of different digital technologies</p> <p>5.4 Describe the importance of tailoring messages to different digital media</p> <p>5.5 Explain the potential for marketing to social networking sites</p> <p>5.6 Explain how to prevent marketing messages being identified as 'spam'</p>
<p>Unit aim</p>	<p>This unit concerns understanding the role of digital marketing, the use of search engine optimisation (SEO), the requirements of marketing research using the internet, the uses of digital marketing device and messages and how to use digital technology for marketing purposes.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by multiple choice test.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	F/618/3655 Principles of how to sell a product or service
Level:	2
Credit value:	1
GLH:	10
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the buying needs and interests of customers	1.1 Identify customers': <ul style="list-style-type: none"> • Requirements • Needs • Interests 1.2 Identify which aspects of products or services can match customers' identified needs
2. Understand how to promote the features and benefits of products or services to customers	2.1 Explain the features and benefits of products or services to show how they can meet customers' requirements 2.2 Identify any possible queries or objections that a customer might have 2.3 Identify ways of helping customers overcome their queries and objections 2.4 Identify terms of sale that might meet both the requirements of your customers and business
Unit aim	To support the development of skills customer requirements and promote the benefits of products or services when starting a business.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence
Details of the relationship of the unit and relevant national occupational standards	

Title:	A/502/8205 Understanding sales techniques and processes
Level:	2
Credit value:	5
GLH:	40
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the sales cycle	1.1 Describe the characteristics of the sales cycle 1.2 Explain how the different stages of the sales cycle affect the approach to the sale 1.3 Describe the use of the sales cycle in structuring and progressing sales contacts
2. Understand the buyer decision-making process	2.1 Describe an organisation's procedures for dealing with buyers 2.2 Explain how buyer behaviour affects the achievement of targets 2.3 Explain the distinction between customer wants and needs 2.4 Explain the difference between consumer buyer decision-making and business-to-business decision-making 2.5 Describe the pressures on customers that influence their buying behaviour
3. 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 3.5 Explain the importance of accurate record keeping

<p>4. Understand how to sell by inbound telephone call</p>	<p>4.1 Explain the characteristics of inbound telephone selling</p> <p>4.2 Describe the advantages and disadvantages of inbound telephone selling</p> <p>4.3 Explain the characteristics of reactive selling</p> <p>4.4 Describe the following techniques that are most suited to telephone selling:</p> <ul style="list-style-type: none"> • verbal • listening • questioning <p>4.5 Describe how to manage customer behaviour during inbound calls</p> <p>4.6 Describe how to interpret the customer's reaction as the sale progresses during inbound calls</p> <p>4.7 Describe how to involve the customer in closing the sale during inbound calls</p>
<p>5. Understand how to sell by outbound telephone call</p>	<p>5.1 Describe the preparations to be made prior to telephone selling</p> <p>5.2 Explain the characteristics of outbound telephone selling</p> <p>5.3 Explain the advantages and disadvantages of outbound telephone selling</p> <p>5.4 Explain the characteristics of proactive selling</p> <p>5.5 Describe how to manage customer behaviour during outbound calls</p> <p>5.6 Describe how to interpret the customer's reaction as the sale progresses during outbound calls</p> <p>5.7 Describe how to involve the customer in closing the sale during outbound calls</p>

<p>6. Understand the principles of selling face to face</p>	<p>6.1 Explain the characteristics of face to face selling</p> <p>6.2 Explain the advantages and disadvantages of face to face selling</p> <p>6.3 Explain the importance of preparing for the contact</p> <p>6.4 Describe the stages of selling face to face</p> <p>6.5 Describe how to manage customer behaviour during face to face sales contacts</p> <p>6.6 Describe how to interpret the customer's reaction as the sale progresses during face to face contacts</p> <p>6.7 Describe how to involve the customer in closing the sale during face to face contacts</p>
<p>7. Understand how to close a sale</p>	<p>7.1 Explain how to overcome objections</p> <p>7.2 Explain how to identify the following buying signals:</p> <ul style="list-style-type: none"> • verbal • non-verbal <p>7.3 Explain how to overcome barriers to closing the sale</p> <p>7.4 Explain how to identify further potential:</p> <ul style="list-style-type: none"> • add-on • up-selling • cross-selling <p>opportunities prior to closing the sale</p> <p>7.5 Describe different methods of closing sales</p>

8. Understand how to process sales orders	8.1 Describe the process for ordering products and/or services 8.2 Describe an organisation's payment methods 8.3 Describe the requirements of customer credit checks 8.4 Explain the role of the despatch function 8.5 Describe order completion service standards 8.6 Describe the importance of discounts and special offers 8.7 Describe the importance of keeping the customer informed of developments relating to their order
Unit aim	This unit concerns understanding the sales cycle, the buyer decision-making process, how to generate and qualify sales leads, how to sell by inbound and outbound telephone calls, how to sell face to face, how to close a sale and how to process sales orders.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence
Details of the relationship of the unit and relevant national occupational standards	

Title:	D/502/9928 Principles of marketing theory
Level:	2
Credit value:	4
GLH:	30
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how to segment the market	1.1 Explain the importance of defining market segments 1.2 Describe the difference between: <ul style="list-style-type: none"> • market segments • customer classifications 1.3 Explain how to cluster customers with similar characteristics 1.4 Describe how a range of products may appeal to different market segments 1.5 Describe the importance of valid and reliable marketing data to segmenting the market 1.6 Explain the strengths and weaknesses of different marketing data collection methods 1.7 Describe the use of Customer Relationship Management (CRM): <ul style="list-style-type: none"> • activities • systems
2. Understand the value of marketing	2.1 Describe the role of marketing in enhancing the sale of products and/or services 2.2 Explain the significance of customer loyalty to the achievement of marketing objectives 2.3 Explain the role of performance indicators 2.4 Describe the factors to be taken into account when assessing the cost and value of marketing activities 2.5 Explain the significance of brand and reputation to sales performance

<p>3. Understand the principles of socially responsible marketing</p>	<p>3.1 Explain the scope and purpose of socially responsible marketing</p> <p>3.2 Explain the importance of involving stakeholders in socially responsible marketing activities</p> <p>3.3 Explain how core values are expressed through:</p> <ul style="list-style-type: none"> • coherent branding • chosen communication methods <p>3.4 Explain the requirements of socially responsible marketing campaigns</p>
<p>Unit aim</p>	<p>This unit concerns understanding how to segment the market, the value of marketing and the principles of socially responsible marketing.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by multiple choice test.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	J/500/9043 Introduction to the catering and hospitality industry
Level:	1
Credit value:	3
GLH:	20
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the different sectors of the catering and hospitality industry	1.1 Explain the meaning of hospitality 1.2 Explain the meaning of catering 1.3 Describe the hospitality and catering industry structure and sectors 1.4 List different types of hospitality and catering operations 1.5 Identify the different establishments within commercial and service sectors 1.6 Describe the main features of the hospitality and catering establishments 1.7 Report on different types of operations available in the commercial and service sectors 1.8 Compare menus and prices charged in relation to the type of food services provided

<p>2. Know what the relevant qualifications, training and experience are for employment within the industry</p>	<p>2.1 Identify the staffing structures for the different types of catering establishments</p> <p>2.2 List the main job roles in catering establishments</p> <p>2.3 List the types of qualifications available in the hospitality and catering sector</p> <p>2.4 Identify the training and experience available in the hospitality and catering sector</p> <p>2.5 List employment rights and responsibilities</p> <p>2.6 Identify associations related to professional cookery</p> <p>2.7 Report on the different job opportunities, available training and qualifications required within the catering and hospitality sector</p> <p>2.8 Compare the job roles in the commercial and service catering sectors</p>
<p>Unit aim</p>	<p>The aim of this unit is to enable the learner to develop a broad understanding of the hospitality and catering industry. Using their own experiences, and undertaking research using a variety of methods, learners will explore the structure of the industry, types of operations and establishments within the sectors.</p> <p>Learners will also develop an awareness of the employment opportunities, relevant catering associations available in the industry and the qualifications and experience required to carry out different roles.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by multiple choice test.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	F/618/3641 Principles of safe, hygienic and secure working environments in hospitality
Level:	1
Credit value:	2
GLH:	16
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know their personal responsibilities under the Health and Safety at Work Act	1.1 State personal responsibility for health and safety when in the workplace 1.2 Identify the importance of following safety procedures in the workplace 1.3 State reporting procedures in the case of personal illness
2. Know why it is important to work in a safe and hygienic way	2.1 State why it is important to maintain good personal hygiene 2.2 State why correct clothing, footwear and headgear should be worn at all times 2.3 State why, and to whom, accidents and near accidents should be reported 2.4 Describe safe lifting and handling techniques that must be followed 2.5 State why it is important to report all unusual/non-routine incidents to the appropriate person
3. Know about hazards and safety in the workplace	3.1 Identify the types of common hazards found in the workplace 3.2 Identify types of emergencies that may happen in the workplace 3.3 Describe why first aid procedures should be in place 3.4 Identify possible causes of fire in the workplace 3.5 Describe Fire Safety procedures 3.6 Describe security procedures

Unit aim	This unit has been written to cover the knowledge relating to the basic health, hygiene, safety and security, which learners can apply in a hospitality environment
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by multiple choice test.
Details of the relationship of the unit and relevant national occupational standards	

Title:	T/600/1059 Principles of Customer Service in Hospitality, Leisure, Travel and Tourism
Level:	2
Credit value:	1
GLH:	10
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the importance to the organisation in providing excellent customer service in the hospitality, leisure, travel and tourism industries	1.1 Describe the role of the organisation in relation to customer service 1.2 Identify the characteristics and benefits of excellent customer service 1.3 Give examples of internal and external customers in the industries 1.4 Describe the importance of product knowledge and sales to organisational success 1.5 Describe the importance of organisational procedures for customer service
2. Understand the role of the individual in delivering customer service in the hospitality leisure, travel and tourism industries	2.1 Identify the benefits of excellent customer service for the individual 2.2 Describe the importance of positive attitude, behaviour and motivation in providing excellent customer service 2.3 Describe the importance of personal presentation within the industries 2.4 Explain the importance of using appropriate types of communication 2.5 Describe the importance of effective listening skills

<p>3. Understand the importance of customers' needs and expectations in the hospitality, leisure, travel and tourism industries</p>	<p>3.1 Identify what is meant by customer needs and expectations in the industries</p> <p>3.2 Identify the importance of anticipating and responding to varying customers' needs and expectations</p> <p>3.3 Describe the factors that influence the customers' choice of products and services</p> <p>3.4 Describe the importance of meeting and exceeding customer expectations</p> <p>3.5 Describe the importance of dealing with complaints in a positive manner</p> <p>3.6 Explain the importance of complaint handling procedures</p>
<p>Unit aim</p>	<p>This unit will provide the introductory knowledge to customer service in the hospitality, leisure, travel and tourism sector. The unit will be appropriate for learners engaging with internal and/or external customers.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by portfolio of evidence.</p> <p>This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at www.people1st.co.uk</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	T/618/5077 Introduction to the retail industry
Level:	1
Credit value:	2
GLH:	16
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand different retail outlets	1.1 List different retail channels 1.2 Describe features of each retail channel listed 1.3 Describe different types of retail outlets including the size and type of products they sell
2. Understand skills required for an occupation in retail	2.1 Identify 4 different retail occupations 2.2 Outline the skills required for your chosen retail occupations 2.3 List the behaviours required to work in the retail sector
3. Understand customer service requirements	3.1 Outline how to show a good first impression to customers in the retail environment 3.2 Describe how good customer service contributes to the success of a retail business
4. Understand consumer concerns within the retail sector	4.1 Outline what is meant by environmental issues in a retail environment 4.2 Outline what is meant by ethical issues in a retail environment 4.3 List the advantages to the retailer of being responsive to the concerns of the customer

<p>5. Understand health, safety and security requirements in the retail sector</p>	<p>5.1 Outline requirements for health and safety in a retail environment</p> <p>5.2 List why it is important to follow health and safety procedures</p> <p>5.3 List common risks and hazards that can occur on the premises of a retail business</p> <p>5.4 List the main causes of stock loss</p> <p>5.5 Outline security procedures to follow when handling payments</p>
<p>Additional information</p>	<p>1.1: Retail channels: High street shopping, independent stores, market traders, online shopping, television shopping channels, click and collect</p> <p>1.3: Retail outlets: Food outlets, department stores, DIY, electrical stores, charity shops</p> <p>2.1: Retail occupations: Floor sales, team leader, supervisor, assistant manager, department manager</p> <p>4.1: Environmental issues: plastic-free packaging, transport of goods, zero emissions, recycling, sustainability, organic, biodegradable</p> <p>4.2: Ethical issues: Fair trade, cruelty free, ethical sourcing, exploitation of child labour</p>
<p>Unit aim</p>	<p>The aim of this unit is for learners to gain a basic understanding of the retail sector and different types of retail outlets and occupations found within the sector. They need to understand health, safety, environmental and ethical concerns within the industry.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by portfolio of evidence.</p> <p>This unit should be assessed against People 1st assessment strategy and evidence requirements which can be found at www.people1st.co.uk</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	A/502/5823 Understanding how a retail business maintains health and safety on its premises
Level:	2
Credit value:	2
GLH:	15
Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the main provisions of health and safety legislation in relation to a retail business	<p>1.1 Describe the main legal responsibilities of employees and employers in relation to the relevant health and safety legislation</p> <p>1.2 Describe the main responsibilities of employees and employers in relation to the control of substances hazardous to health</p>
2. Know what actions to take in an emergency	<p>2.1 State when and how to raise an emergency alarm</p> <p>2.2 State the actions an employee should take in the event of:</p> <ul style="list-style-type: none"> • fire • a bomb alert • acute illness or accident <p>2.3 State the main stages in an emergency evacuation procedure</p>
3. Understand the employees' responsibilities in reporting hazards and accidents that typically occur on the premises of a retail business	<p>3.1 Describe the hazards and associated risks typically found on the premises of a retail business</p> <p>3.2 Explain why it is important to notice and report hazards</p> <p>3.3 State when and to whom a personal accident should be reported</p>

<p>4. Understand safe handling, storage and disposal</p>	<p>4.1 Describe safe methods for lifting and carrying</p> <p>4.2 Describe methods for safely handling, removing and disposing of waste and rubbish</p> <p>4.3 Describe where and how to store dangerous substances and items</p> <p>4.4 State the importance and relevance of correctly handling, storing and disposing of substances hazardous to health</p>
<p>5. Understand safe working practices</p>	<p>5.1 Describe the routine practices which employees need to follow to minimise health and safety risks at work</p> <p>5.2 Explain why equipment and materials should be used in line with the employer's and manufacturer's instructions</p>
<p>Unit aim</p>	<p>The purpose of this unit is to provide learners with the knowledge and understanding of the procedures required for maintaining health and safety on the premises of retail businesses. It also covers employers' and employees' responsibilities in terms of legislation and safe working practices.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by multiple choice test.</p>
<p>Details of the relationship of the unit and relevant national occupational standards</p>	

Title:	H/618/6922 Introduction to the warehousing and logistics sector
Level:	2
Credit value:	2
GLH:	16
Learning outcome	Assessment criteria
The learner will:	The learner can:
1. Know the types of businesses in the warehousing and logistics sector	1.1 Describe the structure of the sector 1.2 List different types of warehousing and logistics operations 1.3 Describe the main features of the types of warehousing and logistics businesses
2. Know the different job roles in the warehousing and logistics sector	2.1 Describe how job roles vary across different types of warehousing and logistics businesses 2.2 Explain self-employed opportunities within the sector
3. Understand career opportunities in the warehousing and logistics sector	3.1 Identify the training opportunities including qualifications available to workers in the sector 3.2 Identify the opportunities for career progression available
4. Understand factors affecting the warehousing and logistics sector	4.1 Identify costs in the sector 4.2 Describe how workers in the sector contribute to reducing costs 4.3 Describe how workers in the sector contribute to improving customer service 4.4 Identify the current legislation that applies in the sector 4.5 Outline the impact the sector has on the environment 4.6 Describe how workers in the sector use technology to improve efficiency
Additional information	2.2: Self-employed opportunities: Drivers and couriers for example.

Unit aim	The aim of this unit is to help the learner know the types of businesses, job roles and career opportunities that exist in the warehousing and logistics sector and understand the key issues within the sector.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence.
Details of the relationship of the unit and relevant national occupational standards	

Title:	K/618/6923 The principles of health, safety and security in the warehousing and logistics sector
Level:	2
Credit value:	2
GLH:	15
Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the current legislation that applies to health, safety and security in the warehousing and logistics sector	1.1 Identify the current legislation that applies to health, safety and security in the sector 1.2 Explain how the legislation relates to the sector
2. Understand the importance of health and safety in the warehousing and logistics sector	2.1 List the rights and responsibilities of employees in maintaining health and safety 2.2 List the responsibilities of employers in maintaining health and safety 2.3 Describe hazards and risks in the sector 2.4 Describe how risk assessments are used to reduce the likelihood of accidents in the sector 2.5 Describe what actions should be taken when identifying a hazard 2.6 Describe the principles of manual handling 2.7 Describe the consequences of failing to comply with health and safety legislation
3. Understand the importance of the safe use of equipment in the warehousing and logistics sector	3.1 Identify Personal Protective Equipment (PPE) 3.2 Describe the hazards posed by machinery and equipment 3.3 Identify where to find equipment operating procedures and manufacturers' instructions 3.4 Explain the importance of daily maintenance checks 3.5 Describe the importance of shutting down and storing equipment safely

<p>4. Know how to contribute to the security of goods and equipment in the warehousing and logistics sector</p>	<p>4.1 Identify the types of common criminal activity</p> <p>4.2 Identify the types of goods and equipment at risk</p> <p>4.3 Describe how crime affects a business in the sector</p> <p>4.4 Describe how crime affects people in the sector</p> <p>4.5 Describe actions that are taken to prevent crime</p> <p>4.6 Describe actions that are taken to improve security</p> <p>4.7 Describe what action to take in the event of a criminal or security incident</p>
<p>5. Know how to keep data secure and confidential in the warehousing and logistics sector</p>	<p>5.1 Explain the importance of data security and confidentiality</p> <p>5.2 Describe the consequences of failing to comply with data protection legislation</p> <p>5.3 Describe the requirements for obtaining consent from customers to process personal data</p> <p>5.4 Describe risks to the security of company data and customer data</p> <p>5.5 Explain ways of protecting data held within the company</p>
<p>Additional information</p>	<p>LO1: Learners are required to know the main points of the legislation that applies to the sector; they are not required to be able to quote its contents.</p> <p>AC2.2: to include allocation of specific roles such as fire wardens and first aiders</p> <p>AC4.1: to include theft by staff</p>
<p>Unit aim</p>	<p>The purpose of this unit is to help the learner know the legislation that applies to the warehousing and logistics sector and the importance of health, safety and security in the sector.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>This unit is assessed by portfolio of evidence.</p>

Details of the relationship of the unit and relevant national occupational standards	
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Title:	Y/618/7291 Introduction to the construction sector
Level:	2
Credit value:	5
GLH:	30
Learning outcome	Assessment criteria
The learner will:	The learner can:
1. Understand the construction sector including key roles	1.1. Describe the different areas of the construction sector 1.2. Describe the types of businesses that offer employment opportunities within the construction sector 1.3. Identify the types of clients who require construction work to be undertaken 1.4. Identify the skills required for employment within the construction sector 1.5. Identify the job roles within the construction sector 1.6 Describe the career opportunities within the construction sector
2. Understand sustainability within the construction sector	2.1. Explain the terms: <ul style="list-style-type: none"> • Reduce • Reuse • Recycle 2.2. Explain the benefits offered by reducing waste 2.3. Explain the importance of ensuring the correct disposal of waste 2.4 Identify the various forms of renewable energy used 2.5 Describe measures that reduce the impact of construction on the environment

<p>3. Know about the materials used within the construction sector</p>	<p>3.1 Identify the common materials used in construction</p> <p>3.2 Explain the manufacturing process for the production of a common material used</p> <p>3.3 Identify common materials in terms of their sustainability</p>
<p>4. Understand technology within the construction sector</p>	<p>4.1 Identify technology that can impact on the construction sector</p> <p>4.2 Explain the benefits offered by prefabrication off-site manufacturing</p> <p>4.3 Explain the benefits of just-in-time deliveries</p>
<p>5. Understand sources of information in the construction sector</p>	<p>5.1 Identify the sources of information and the details they contain</p> <p>5.2 Explain how errors in information are managed and corrected</p> <p>5.3 Explain the processes used to control the information</p>
<p>6. Understand the different stages of a construction project</p>	<p>6.1 Identify the lifecycle of a construction project</p> <p>6.2 Identify who would be involved in the lifecycle for the project</p> <p>6.3 Describe the materials required at each stage of the project</p> <p>6.4 Explain current methods of construction</p>
<p>Additional information</p>	<p>AC1.1: Learners must describe at least two areas within construction in terms of division of work undertaken.</p> <p>AC1.2: Learners must describe two different types of businesses that offer employment opportunities in each of the two sectors. They should describe the businesses in terms of their size and the nature of the work they undertake.</p> <p>AC1.3: Learners must be able to identify a minimum of three types of clients.</p> <p>AC1.4: Learners must be able to identify the common skills required for employment in the construction sector.</p> <p>AC1.5: Learners must identify two different types of positions from the professional and technical job roles and two from the craft and operative job roles.</p>

	<p>LO2: Learners are required to know the importance of sustainability and the methods used within the construction sector.</p> <p>LO3: Learners are required to know the different materials that are used within the construction sector.</p> <p>LO4: Learners must be able to understand how modern methods of technology are helping the construction sector with change.</p> <p>LO5: Learners must be able to identify the relevant sources of information and how to implement it. This could cover the following but is not limited to: Client requests, job specifications, method statements, risk assessments, manufacturers' guidance, permits/permission to work, plans, drawings and models (2D and 3D) or organisational policies and procedures.</p> <p>AC5.1: Learners must identify the three different sources of information and who is responsible for them.</p> <p>LO6: Learners are required to know how modern methods are utilised at the different stages of construction. This could cover the following but is not limited to: Piling/foundations, floors, Walls, roofs, utilities, drainage and irrigation or landscaping.</p>
Unit aim	<p>The aim of this unit is to provide learners with an introduction to the construction sector and the various job roles, skills and opportunities for employment. Learners will also be able to explore the different businesses and customers that are associated with the sector.</p>
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit is assessed by portfolio of evidence.</p>
Details of the relationship of the unit and relevant national occupational standards	

Title:	D/618/7292 Health, safety, welfare and security within a construction environment
Level:	2
Credit value:	8
GLH:	50
Learning outcome	Assessment criteria
The learner will:	The learner can:
1. Know the health and safety regulations, legislation, roles and responsibilities within the construction sector	1.1 Identify the current health and safety legislation used 1.2 Explain the employer and employee duties under the Health and Safety at Work Act (HASWA) 1.3 Describe the roles and responsibilities of the Health and Safety Executive (HSE) 1.4 List the organisations that provide relevant health and safety information for the construction sector 1.5 Explain why site inductions and toolbox talks are important
2. Know the accident and emergency reporting procedures and associated documentation	2.1 Describe how RIDDOR supports the reporting of accidents and emergencies 2.2 Identify reportable injuries, diseases and dangerous occurrences as per RIDDOR 2.3 Describe the types of records that are used in the event of an accident, emergency and near miss 2.4 State the authorised personnel who are involved in dealing with an accident or emergency situation 2.5 Describe the actions to be taken when discovering an accident or emergency

<p>3. Know how to identify hazards within a construction environment</p>	<p>3.1 Explain the importance of good housekeeping</p> <p>3.2 Explain how risk assessments and method statements control safety</p> <p>3.3 Identify hazards within a construction site environment</p> <p>3.4 Explain the importance of storing combustibles and chemicals correctly</p> <p>3.5 Identify signs and safety notices found within a construction site environment</p>
<p>4. Understand health, welfare and personal hygiene within construction</p>	<p>4.1 Outline the requirements for welfare facilities as per Construction Design Management (CDM)</p> <p>4.2 Describe the precautions taken to reduce the risk to health caused by noise</p> <p>4.3 Describe the risks associated with drugs, alcohol and medication which affect performance within the workplace</p> <p>4.4 Explain the importance of personal hygiene and washing hands</p> <p>4.5 Describe how infection is spread on a construction site</p> <p>4.6 Describe the preventative actions that are taken to minimise the risk of infection</p> <p>4.7 Explain the importance of smoking restrictions</p>
<p>5. Know how to handle materials and equipment correctly</p>	<p>5.1 Identify employees' duties regarding manual handling</p> <p>5.2 Describe the procedures for safe lifting and manual handling activities in accordance with guidance and legislation</p> <p>5.3 Explain the importance of using lifting aids when handling materials and equipment</p>
<p>6. Know how to work with access equipment and working at height</p>	<p>6.1 State the dangers of working at height</p> <p>6.2 Identify employers' duties under the Working at Height regulations</p> <p>6.3 List the types of access equipment that can be used when working at height</p> <p>6.4 Describe the safe methods of use for access equipment</p>

<p>7. Know how to work with electrical equipment within the construction sector</p>	<p>7.1 List the dangers associated with the use of electrical equipment</p> <p>7.2 Describe the precautions to take to avoid risks when working with electrical equipment</p> <p>7.3 List the voltages and voltage colour coding used</p> <p>7.4 Describe the methods of storing electrical equipment correctly</p>
<p>8. Know how to use Personal Protective Equipment (PPE) within the construction sector</p>	<p>8.1 Identify the legislation governing use of Personal Protective Equipment (PPE)</p> <p>8.2 List the types of PPE used</p> <p>8.3 Explain the importance of PPE</p> <p>8.4 Explain why it is important to store, maintain and use PPE correctly</p> <p>8.5 Explain the importance of checking and reporting damaged PPE</p>
<p>9. Know the causes of fire, the types of fire equipment and emergency procedures</p>	<p>9.1 List the elements that are essential to creating a fire</p> <p>9.2 Explain the methods used for fire prevention on a construction site</p> <p>9.3 Describe the actions to be taken on discovering a fire</p> <p>9.4 List the types of fire extinguishers and their uses</p>
<p>10. Know how to support the security arrangements and approved procedures</p>	<p>10.1 Describe the security arrangements, in accordance with approved site procedures:</p> <ul style="list-style-type: none"> • during the working day • on completion of the day's work • relating to unauthorised personnel (other operatives and the general public) • relating to theft <p>10.2 Explain how security arrangements are implemented in relation to:</p> <ul style="list-style-type: none"> • the site • site personnel • resources • equipment • general public

<p>Additional information</p>	<p>AC1.1: Learners are required to identify a minimum of three of the main areas of legislation and regulations that apply to the construction sector.</p> <p>AC1.2, 1.3: Learners are required to know the roles and responsibilities.</p> <p>AC1.4: To include at least three organisations such as: Health and Safety Executive (HSE), Institute of Occupational Safety and Health (IOSH), British Safety Council (BSC), ROSPA.</p> <p>AC2.2: Must include fire, explosion, security incidents and gas leaks.</p> <p>AC2.4: To include accident book, first aid records, organisational records and documentation.</p> <p>AC2.5: To include specific roles i.e. safety manager or officer, first aider, fire warden etc.</p> <p>AC2.6: Learners are required to know the correct procedure for dealing with incidents accordingly.</p> <p>AC3.1: Learners are required to understand the importance of good housekeeping and how to adhere to it.</p> <p>AC3.3: Must include two examples and refer to any hazardous substances relating to inhalation, absorption, exposure, ingestion and cross-contamination.</p> <p>AC3.4: Must also include COSHH and the stages of Hazard Control: elimination, substitution, isolation, collective protection and personal protection.</p> <p>AC3.5: Must include prohibition, mandatory, warning and safe condition.</p> <p>AC4.2: Learners are required to know how to take the necessary precautions.</p> <p>AC4.3: Learners are required to know how to identify the risks.</p> <p>AC5.3: To include specific equipment relating to the construction sector.</p> <p>AC6.1: To include the potential of falling tools, equipment and materials including individual falls from height (injuries to themselves and others).</p>
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	<p>AC6.3: To include specific access equipment relating to the construction sector.</p> <p>AC6.4: Learners are required to know the procedures before use etc.</p> <p>AC7.1: Learners are required to know how to take the necessary precautions.</p> <p>AC7.2: Must include electrocution and fire.</p> <p>AC7.3: To include the differing types of voltage and colour coding.</p> <p>AC7.4: Learners are required to know the required procedure.</p> <p>AC8.2: To include specific PPE relating to the construction sector.</p> <p>AC9.1: Learners must know the three elements required.</p> <p>AC9.4: Learners must know the different types of extinguishers and their use.</p> <p>LO10: Learners are required to know the main points and how to follow them.</p>
Unit aim	The aim of this unit is to provide the learner with the knowledge to carry out safe working practices in construction, in relation to sourcing relevant safety information and using the relevant safety procedures at work.
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit is assessed by portfolio of evidence.
Details of the relationship of the unit and relevant national occupational standards	