SPECIFICATION

IAO LEVEL 1 CERTIFICATE IN EMPLOYABILITY

QUALIFICATION NUMBER: 603/6727/1

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
2	24.06.2021	Revision to aims and objectives of the qualification	4
2	24.06.2021	Change of font throughout document	All

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	**Health and Social Care**
Business and Management	**Hospitality and Catering**
Childcare	**IT**
Employability	**Logistics**
Retail	**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)	603/6727/1
Qualification review date	31.07.2024
Guided Learning Hours (GLH)	72
Total Qualification Time (TQT)	130
RQF level	1
Qualification credit value	13 credits
Minimum credits at/above level	13 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. It provides an insight into the principles and processes of roles in customer service, hospitality, retail and business administration. It is designed to meet the skills needs of employers of all sizes across the public, private and not-for-profit sectors.
Entry guidance	There are no formal entry requirements for this qualification.
Progression opportunities	Learners who achieve this qualification could progress into further education or employment. On completion of this course, Learners may progress to: • IAO Level 2 Award in Employability and Personal Development • IAO Level 2 Certificate in Employability and Personal Development

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 our/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, ensuring 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 3 credits from the mandatory units and a minimum of 10 credits from units in the optional bank.

The minimum guided learning hours for this qualification are 72.

The units marked * are assessed through multiple choice examination.

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
M/618/5031	Communicate effectively with colleagues and customers	1	1	8
F/618/5034	Effective attitudes and behaviours to prepare for work	1	1	6
R/618/5037	Personal performance and development	1	1	8

Employability Optional units

Unit ref	Unit title	Level	Credit value	GLH
R/618/5040	Building relationships at work	1	2	8
Y/618/5041	Undertaking a work placement	1	2	10
H/618/5043	Becoming the perfect candidate	1	2	12
M/618/5045	Introduction to health and safety at work	1	1	9
T/618/5046	Searching and applying for a job	1	2	8
J/618/5049	Awareness of equality and diversity	1	1	8

Customer Service Optional units

Unit ref	Unit title	Level	Credit value	GLH
A/618/5050	Introduction to customer service	1	3	19
D/618/5056	Work in a customer service environment	1	2	16
K/618/5061	Follow organisational policies and procedures when dealing with customers	1	1	8
M/618/5062	Recognise and deal with queries and requests	1	1	10
F/618/5065	Record and store customer information	1	1	9
L/618/5067	Go the extra mile when dealing with customers	1	1	8
L/618/5070	Deliver customer service to a challenging customer	1	1	7

Hospitality Optional units

Unit ref	Unit title	Level	Credit value	GLH
J/500/9043	* Introduction to the catering and hospitality industry	1	3	20
R/618/5071	Introduction to food safety	1	1	8
F/618/3641	* Principles of safe, hygienic and secure working environments in hospitality	1	2	16
L/601/5016	Provide a counter and takeaway service	1	3	30
K/502/4957	Food service	1	1	3
H/618/5074	Prepare and cook simple hot dishes	1	2	16
A/600/1094	Housekeeping and guest services	1	3	30

Retail Optional units

Unit ref	Unit title	Level	Credit value	GLH
T/618/5077	Introduction to the retail industry	1	2	16
F/618/5079	Keep stock at the required level	1	2	12
T/618/5080	Keep the retail environment clean and tidy	1	1	8
F/618/5082	Provide dressing room assistance	1	1	8

Business Administration Optional units

Unit ref	Unit title	Level	Credit value	GLH
J/618/5083	Introduction to business administration	1	2	16
L/618/5084	Work in a business environment	1	2	16
R/618/5085	Use office equipment	1	1	9
Y/618/5086	Make and receive telephone calls	1	2	9
D/618/5087	Handle mail	1	2	6
H/618/5088	Produce business documents	1	1	9
D/618/5090	Use email	1	1	10
H/618/5091	Store and retrieve information	1	2	9

Unit structures

All units are listed below.

Title:	M/618/5031 Communicate effectively with colleagues and customers
Level:	1
Credit Value:	1
GLH:	8
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know how to communicate effectively	1.1 Outline the importance of communicating effectively
	1.2 List different methods of communication
	1.3 Give examples of situations where different communication methods would be appropriate
	1.4 State why body language is important when communicating verbally
	1.5 Identify positive and negative body language
	1.6 State why you should provide accurate information when communicating
2. List different methods of communication	2.1 Identify who you need to communicate with
	2.2 Communicate clearly and in a professional manner
	2.3 Use appropriate body language, if communicating face to face
	2.4 Communicate in correct timescales
	2.5 Use appropriate written or spoken language for the workplace
	2.6 Be respectful when communicating
	2.7 Give accurate information to colleagues and customers

Additional information	The learner must be able to communicate using a minimum of 2 methods of communication: face to face, telephone, in writing (letter, email, online chat).
	The learner must be able to communicate with both colleagues and customers whilst working in a work environment.
Unit aim (s)	The aim of this unit is to ensure learners understand and are able to communicate effectively with colleagues and customers in a work environment.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	F/618/5034 Effective attitudes and behaviours to prepare for work
Level:	1
Credit Value:	1
GLH:	6

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know a range of positive attitudes required for work	1.1 State the importance of showing a positive attitude at work 1.2 Describe a range of positive attitudes required at work
2. Know a range of appropriate behaviours required for work	2.1 State the importance of showing appropriate behaviour at work 2.2 Describe a range of appropriate behaviours required at work
3. Be able to demonstrate effective attitudes and behaviours to prepare for work	3.1 Demonstrate effective attitudes to prepare for work 3.2 Demonstrate effective behaviours to prepare for work 3.3 Review any areas of improvement
Additional information	**Attitudes**: opinions, feelings, thoughts, viewpoint, approach **Behaviours**: conduct, manner, practices, actions The learner must be able to demonstrate effective attitudes and behaviours to their tutor/assessor within various activities that are being carried out to prepare them for work. Types of evidence: Written or oral questions and answers, professional discussion, observation, witness testimony.
Unit aim (s)	The aim of this unit is to ensure learners understand positive attitudes and appropriate behaviours required to prepare them for the workplace.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	R/618/5037 Personal performance and development
Level:	1
Credit Value:	1
GLH:	8
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know how to plan own self development	1.1 Describe what you wish to achieve at the end of your learning programme 1.2 Identify your personal strengths, skills and qualities 1.3 Give an example of an occasion where you have felt very confident and positive 1.4 Identify where you need to improve
2. Be able to plan your own development	2.1 Produce a personal development plan 2.2 Set realistic target dates to achieve 2.3 Identify how to review progress
3. Be able to review your development	3.1 Gain feedback on your development 3.2 Review progress against targets
Additional information	The learner must produce a personal development plan (PDP) with a minimum of 2 targets to be achieved during their time on programme. Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony.
Unit aim (s)	The aim of this unit is for learners to be able to identify their own strengths and areas of improvement and produce a plan to show how they are going to develop.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	R/618/5040 Building relationships at work
Level:	1
Credit Value:	2
GLH:	8

Learning Outcomes	Assessment Criteria
The learner will:	**The learner can:**
1. Know the importance of building relationships in the workplace	1.1 Identify why you should interact positively with others in the workplace
	1.2 Outline the benefits of working as a team
	1.3 Describe ways in which a team can work together
2. Be able to work with other colleagues in a professional, respectful and supportive manner	2.1 Use appropriate body language when working with others
	2.2 Demonstrate appropriate language skills
	2.3 Treat colleagues with respect
	2.4 Provide support to colleagues when required
	2.5 Respect differences when working with others in the workplace
	2.6 Gain feedback from colleagues
Additional information	The learner must be able to demonstrate that they have communicated and provided support to colleagues in a work environment.
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony.
Unit aim (s)	The aim of this unit is to enable the learner to build relationships at work and understand the importance of working with others to achieve objectives.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	Y/618/5041 Undertaking a work placement
Level:	1
Credit value:	2
GLH:	10
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Be able to prepare for a work placement	1.1 List options of suitable work placements 1.2 Apply for a work placement 1.3 State how the work placement relates to future employment or learning goals
2. Be able to undertake a work placement	2.1 Dress and present yourself in an appropriate manner 2.2 Attend the work placement in a timely manner 2.3 Follow instructions at work 2.4 Carry out tasks following safe working practices 2.5 Communicate clearly with others
3. Be able to review a work placement	3.1 Identify what went well during the work placement 3.2 Describe what you have learnt about yourself 3.3 Identify how you will build upon this work placement experience
Additional information	Learners must attend a suitable work placement for a minimum of 15 hours. Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 was met. Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony.

Unit aim (s)	The aim of this unit is for learners to develop their work skills by taking part in a work placement and reviewing their experience.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	H/618/5043 Becoming the perfect candidate
Level:	1
Credit value:	2
GLH:	12

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the importance of producing a curriculum vitae	1.1 Identify what is meant by the term 'curriculum vitae' 1.2 Outline the importance of producing a curriculum vitae 1.3 Describe the checks you must make before producing a final version of a curriculum vitae
2. Be able to produce a curriculum vitae	2.1 Identify what skills, qualities, qualifications and experience you have 2.2 Produce a draft curriculum vitae 2.3 Check layout, spelling, grammar and content is accurate 2.4 Produce a fit for purpose final version of your curriculum vitae
3. Know how to prepare for an interview	3.1 Describe how to prepare for an interview 3.2 List questions that are likely to be asked at interview 3.3 Give examples of how you can prepare for an interview
4. Be able to take part in a mock interview	4.1 Prepare questions ready for interview 4.2 Dress appropriately and present yourself as a potential candidate for the job 4.3 Use appropriate communication methods during the interview 4.4 Give clear and straightforward answers to questions 4.5 Identify what went well and how you could improve

Additional information	The learner must be able to produce a curriculum vitae that is suitable to apply for a job.
	The learner must take part in a mock interview – this could be with their tutor/assessor or another person from outside of the organisation. This could be face to face or online.
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony.
Unit aim (s)	The aim of this unit is to prepare learners for an actual interview. They are required to produce a curriculum vitae and understand the importance of ensuring this is fit for purpose.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	M/618/5045 Introduction to Health and Safety at Work
Level:	1
Credit value:	1
GLH:	9
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Know the importance of health and safety at work	1.1 State the legislation that needs to be followed in the workplace 1.2 Describe legal responsibilities that need to be followed by: • employer • employee 1.3 Identify the importance of following legal requirements 1.4 Describe the consequences of not following health and safety requirements 1.5 Identify what is meant by Personal Protective Equipment (PPE) 1.6 List examples of Personal Protective Equipment that can be used in the workplace
2. Know how to report accidents in the workplace	2.1 List accidents that could occur within the workplace 2.2 Outline first aid procedures 2.3 Describe the process for reporting accidents in the workplace
Additional information	Types of evidence: Written or oral questions and answers, professional discussion, product evidence.
Unit aim (s)	The aim of this unit is for the learner to gain a basic understanding of legislation and legal requirements to be followed at work.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	T/618/5046 Searching and applying for a job
Level:	1
Credit Value:	2
GLH:	8

Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Know how to search for a job	1.1	List sources of information of where to find job vacancies
	1.2	Describe the benefits of signing up to job alerts
	1.3	List the key elements on a job advert
2. Be able to search for a job	2.1	Use job search skills to find appropriate jobs
	2.2	Match your skill and experience to an appropriate job vacancy
3. Know how to apply for a job	3.1	Describe different methods of applying for a job
	3.2	Describe how to apply for a job online
4. Be able to apply for a job	4.1	Identify the information required to complete the application form
	4.2	Complete an application form
	4.3	Check application to ensure its accuracy
	4.4	Submit within required deadline
Additional information	1.1	Sources of information: job centre, job search websites, company websites, recruitment agencies
	3.1	Methods: online, paper based, telephone application, in person
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony.	
Unit aim (s)	The aim of this unit is for learners to gain the appropriate understanding of how to search and apply for a job.	

Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	J/618/5049 Awareness of Equality and Diversity at work
Level:	1
Credit value:	1
GLH:	8
Learning outcomes **The learner will:**	**Assessment criteria** **The learner can:**
1. Know the legal requirements for equality and diversity at work	1.1 Identify what is meant by the terms 'equality' and 'diversity' 1.2 State the legislation that promotes equality and diversity 1.3 Outline what is meant by the term 'discrimination' 1.4 Give examples of discrimination in the workplace
2. Know what is meant by inclusion in the workplace	2.1 Describe the term 'inclusion' 2.2 Give examples of differences between individuals 2.3 Give examples of how employers can commit to inclusion in the workplace
Additional information	Types of evidence: Written or oral questions and answers, professional discussion, product evidence.
Unit aim (s)	The aim of this unit is to ensure learners have a basic awareness of equality, diversity and inclusion in the workplace.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	A/618/5050 Introduction to Customer Service
Level:	1
Credit Value:	3
GLH:	19
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know the different types of customer service roles	1.1 Identify different customer service job roles 1.2 Describe what customers expect from somebody doing those job roles
2. Know the importance of making a positive impression to customers	2.1 State the importance of making a good first impression on the customer 2.2 Identify what is meant by 'customer satisfaction' 2.3 Describe how good teamwork contributes to good customer service
3. Understand how to communicate effectively	3.1 Describe different methods of communicating with customers 3.2 List the benefits of speaking clearly and confidently to the customer
4. Understand basic legal requirements relating to the delivery of customer service	4.1 Outline health and safety requirements to consider when dealing with customers 4.2 State the importance of treating customers equally and with respect 4.3 Identify why customer information must be kept confidential and secure 4.4 List legal requirements to consider when dealing with customers
5. Know the importance of gaining customer feedback	5.1 List the importance of gaining feedback from customers 5.2 List different methods of gaining customer feedback

Additional information	LO1: Customer service job roles: learners should be able to give four examples.
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, learner statement.
Unit aim (s)	The aim of this unit is for a learner to gain an understanding of different types of customer service roles and legal requirements to consider when dealing with customers. They need to know the importance of making a good first impression, different communication techniques and the importance of gaining feedback from the customer.
Assessment requirements	This unit is assessed through portfolio of evidence.

Title:	D/618/5056 Work in a customer service environment
Level:	1
Credit Value:	2
GLH:	16
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to behave and work effectively in a customer service environment	1.1 Identify professional behaviours that should be followed at work
	1.2 Identify why it is important that you behave professionally in the workplace
	1.3 Outline the importance of listening and following instructions in the workplace
	1.4 Describe the benefits of being organised and managing time effectively
	1.5 State the importance of keeping colleagues or a manager informed about progress of work
	1.6 Outline ways of asking for help if needed
2. Be able to act and behave in an appropriate manner	2.1 Dress appropriately for the workplace
	2.2 Demonstrate appropriate standards of behaviour
	2.3 Communicate clearly with customers
	2.4 Work effectively with colleagues
	2.5 Ask for support if required
3. Be able to deal with customers effectively	3.1 Demonstrate willingness to deal with customers
	3.2 Speak professionally and clearly to customers
	3.3 Make the customer feel valued and respected
	3.4 Establish a rapport with the customer
	3.5 Assist with the customer's request
	3.6 Follow agreed workplace procedures and guidelines

Additional information	Learners must attend a suitable work placement for a minimum of 14 hours. Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 and Learning Outcome 3 were met. Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.
Unit aim (s)	The aim of this unit is for the learner to understand and be able to work and behave in a professional manner when working with external customers.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	K/618/5061 Follow organisational policies and procedures when dealing with customers
Level:	1
Credit Value:	1
GLH:	8

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the legal requirements when providing customer service	1.1 List health and safety requirements that must be followed when dealing with customers
	1.2 State the importance of treating customers equally when delivering customer service
	1.3 Outline how to protect the security of customers
	1.4 State why it is important to keep customer information secure and confidential
2. Be able to follow the rules when providing customer service	2.1 Dress appropriately for the workplace
	2.2 Demonstrate willingness, respect and professional behaviour
	2.3 Communicate clearly with customers
	2.4 Work effectively with colleagues
	2.5 Follow health and safety requirements of the organisation
	2.6 Treat all customers equally
Additional information	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 was met. Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.

Unit aim (s)	The aim of this unit is for learners to gain a basic understanding of legal requirements that need to be followed when providing customer service. They need to be able to follow and implement organisation policies and procedures
Assessment method	This unit is assessed through portfolio of evidence.

Title:	M/618/5062 Recognise and deal with queries and requests
Level:	1
Credit Value:	1
GLH:	10

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the services and products of an organisation	1.1 Describe and identify services and products of their chosen organisation
	1.2 List the features and benefits of the of services and products
2. Understand how to handle queries and requests from customers in a professional manner	2.1 Describe organisational procedures for dealing with customers' queries or requests
	2.2 Identify the importance of dealing with customers' queries and requests in a professional manner
	2.3 List questions that customers frequently ask about the products and services of the organisation
	2.4 Describe how you communicate with a customer to recognise their query or request
3. Be able to recognise and deal with queries and requests from customers	3.1 Ask appropriate questions to find out what a customer requires
	3.2 Listen to responses and any questions from customers
	3.3 Clarify further information from a customer
	3.4 Provide appropriate answers to customers' queries and requests in a positive and professional manner
	3.5 Seek assistance if required
Additional information	LO1: Learners should choose 2 services and 2 products of their chosen organisation. Evidence for this unit must contain a witness testimony from the work placement

	employer/mentor to confirm that Learning Outcome 3 was met.
Unit aim (s)	The aim of this unit is for learners to understand the importance of dealing with customers' queries and requests in a professional manner. They need to gain an understanding of products and services within an organisation and show that they can handle various queries and requests from customers in a work environment.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	F/618/5065 Record and store customer information
Level:	1
Credit Value:	1
Calculated GL:	9

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know customer information	1.1 List the different types of customer information that can be recorded and stored 1.2 State the importance of recording customer information accurately 1.3 Identify different storage methods for customer information 1.4 State why customer information should be kept secure 1.5 Outline the legislation that covers the security and storage of customer information
2. Be able to record customer information	2.1 Identify the customer information that needs to be recorded 2.2 Gain permission from the customer to record the information 2.3 Record the information clearly and accurately using appropriate methods 2.4 Follow organisational procedures for recording customer information
3. Be able to store customer information	3.1 Identify the customer information that requires storage 3.2 Store information accurately for retrieval at a later date 3.3 Follow organisational security and confidentiality procedures

Additional information	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 and Learning Outcome 3 were met.
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.
Unit aim (s)	The aim of this unit is for learners to be able to record and store customer information. They must understand the legal requirements of storage and security of data
Assessment method	This unit is assessed through portfolio of evidence.

Title:	L/618/5067 Go the extra mile when dealing with customers
Level:	1
Credit Value:	1
GLH:	8

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand the customer experience and how customer satisfaction is achieved	1.1 Define the term "the customer experience" 1.2 Outline what is meant by customer satisfaction 1.3 List different ways that customer satisfaction can be achieved 1.4 Give examples of how you can go the extra mile with customers
2. Be able to go the extra mile to ensure customer satisfaction	2.1 Demonstrate willingness and enthusiasm to assist customers 2.2 Establish a rapport with customers 2.3 Listen to the customer requests 2.4 Speak clearly to the customer 2.5 Demonstrate how you can go the extra mile to enhance the customer experience
Additional information	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 was met. Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.
Unit aim (s)	The aim of this unit is for learners to demonstrate and understand how they can go the extra mile to give customers a positive experience.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	L/618/5070 Deliver customer service to a challenging customer
Level:	1
Credit Value:	1
GLH:	7

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to deliver customer service to challenging customers	1.1 List a range of customer behaviours that could be classed as challenging 1.2 Identify how you would deal with these customers 1.3 Describe what is meant by having empathy for a customer's feelings
2. Be able to deal with a challenging customer	2.1 Recognise signs and signals that the customer could be experiencing difficulty or requires assistance 2.2 Demonstrate empathy and willingness to assist customers 2.3 Listen patiently to the customer 2.4 Ask the customer questions in order to meet their expectations 2.5 Ask for help and support where required 2.6 Demonstrate ability to deal with customers
Additional information	Challenging customer: this could be a difficult customer who is annoyed or agitated, nervous or confused. Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 was met. Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.

Unit aim (s)	The aim of this unit is for learners to understand different types of challenging customers and be able to deal with them.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	J/500/9043 Introduction to the catering and hospitality industry
Level:	1
Credit Value:	3
GLH:	20
Learning Outcomes **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

2. Know what the relevant qualifications, training and experience are for employment within the industry	2.1 Identify the staffing structures for the different types of catering establishments
	2.2 List the main job roles in catering establishments
	2.3 List the types of qualifications available in the hospitality and catering sector
	2.4 Identify the training and experience available in the hospitality and catering sector
	2.5 List employment rights and responsibilities
	2.6 Identify associations related to professional cookery
	2.7 Report on the different job opportunities, available training and qualifications required within the catering and hospitality sector
	2.8 Compare the job roles in the commercial and service catering sectors
Unit aim (s)	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.
	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.
Assessment method	This unit is assessed by multiple choice examination.

Title:	R/618/5071 Introduction to food Safety
Level:	1
Credit Value:	1
GLH:	8
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know the importance of personal hygiene	1.1 Outline how you can maintain good personal hygiene 1.2 Outline potential problems if hygiene practices are not followed
2. Know how to safely handle and store food items	2.1 Identify hazards that may occur if food items are not handled and stored correctly 2.2 List how different food items should be stored 2.3 Identify why it is important to maintain good food safety practices when handling and storing food
3. Understand the importance of cleanliness	3.1 State why food areas must be kept clean at all times 3.2 Describe procedures to be followed when cleaning 3.3 Outline why waste should be disposed of correctly
4. Know how to prevent the spread of infection	4.1 Describe correct hand washing procedures that must be followed 4.2 Outline why it is important that you wash your hands frequently 4.3 Describe the importance of disinfecting surfaces and equipment
Additional information	LO4: Infection: may be in the context of infectious diseases such as Covid-19

Unit aim (s)	The aim of this unit is to give learners a basic understanding of food safety requirements. They will understand the importance of maintaining good personal hygiene and keeping all food areas clean and safe. It will introduce learners to the basic principles of food handling and storage and how to avoid contamination.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	F/618/3641 Principles of safe, hygienic and secure working environments in hospitality
Level:	1
Credit Value:	2
GLH:	16

Learning Outcomes	Assessment Criteria
The learner will:	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 (s)	This unit has been written to cover the knowledge relating to the basic health, hygiene, safety and security, which they can apply in a hospitality environment
Assessment method	This unit is assessed by multiple choice examination.

Title:	L/601/5016 Provide a counter and takeaway service
Level:	1
Credit Value:	3
GLH:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to serve customers at the counter	1.1 Give customers information that meets their needs and promotes organisations' products and services 1.2 Find out what customers require, and if necessary tell them about waiting times 1.3 Process the order promptly 1.4 Serve food and drink items at the recommended temperature, using clean, hygienic and undamaged service equipment of the appropriate type 1.5 Make sure there are appropriate condiments and accompaniments available for customers
2. Know how to serve customers at the counter	2.1 Describe safe and hygienic working practices for serving customers and why these are important 2.2 State why it is important to use separate serving equipment for each food item 2.3 State why portions must be controlled when serving customers 2.4 State why food and drink items must be served at the correct temperature 2.5 State why information given to customers must be accurate 2.6 Outline the types of unexpected situations that may occur when serving customers and how to deal with them

3. Be able to maintain counter and service areas	3.1 Keep work area tidy, hygienic and free from rubbish and food debris during service
	3.2 Maintain enough stock of clean service items
	3.3 Restock with food and drink items when necessary
	3.4 Display and store food and drink items in line as required
	3.5 Clear work area of used and non-required service items at the appropriate times
	3.6 Dispose of rubbish, used disposable items and food waste as required
4. Know how to maintain counter and service areas	4.1 Describe safe and hygienic working practices for clearing and why these are important
	4.2 State why food which is prepared first should be served first
	4.3 State why counter service preparation areas and dining areas must be kept tidy and free from rubbish and food debris throughout the service
	4.4 State why waste must be handled and disposed of correctly
	4.5 State why a constant stock of service items should be maintained
	4.6 State why maintaining food at the correct temperature is important and how this can be ensured
	4.7 Outline the types of unexpected situations that may occur when clearing away and how to deal with these

Additional information	For Learning outcome 1 there must be performance evidence, gathered through observing the candidate's work for:
	One from **customers**
	a) customers with routine needs
	b) customers with non-routine needs
	At least **two** from **information:**
	a) items available
	b) ingredients
	c) prices, special offers and promotions
	At least **two** from **food and drink items**:
	a) hot food
	b) cold food
	c) hot drinks
	d) cold drinks
	At least **two** from **condiments and accompaniments**:
	a) seasonings
	b) sugars/sweeteners
	c) prepared sauces/dressings
	Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony.
	For Learning outcome 3 there must be performance evidence, gathered through observing the candidate's work for:
	At least **three** from **service items**:
	a) service utensils
	b) food containers/dispensers
	c) trays
	d) crockery
	e) cutlery
	f) disposable items
	At least **two** from **food and drink items:**
	a) hot food
	b) cold food
	c) hot drinks

	d) cold drinks

Evidence for the remaining points under 'what you must cover' may be assessed through questioning or witness testimony. |
| **Unit aim (s)** | This unit is about taking customers' orders and serving food and drink on a counter or takeaway basis. It also covers maintaining the counter and service areas, with items such as trays and utensils, and displaying food and drink items in the correct manner. |
| **Assessment method** | This unit is assessed through portfolio of evidence. |

Title:	K/502/4957 Food service
Level:	1
Credit Value:	1
GLH:	3

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different types of food service	1.1 Describe different types of food service area
2. Be able to serve food	2.1 State health and safety and hygiene requirements when serving food
	2.2 Serve hot/cold food, including plated and counter service, in a safe and hygienic manner
3. Be able to work in a food service area	3.1 Set up, maintain and close down the service area according to instructions
Unit aim (s)	This unit gives learners an introduction to food service within the hospitality industry.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	H/618/5074 Prepare and cook simple hot dishes
Level:	1
Credit Value:	2
GLH:	16

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the principal methods of cooking	1.1 State the main methods of cooking 1.2 Identify different cooking methods for different foods 1.3 List how to avoid cross contamination when dealing with food 1.4 Outline how to store food items that are not for immediate use
2. Be able to prepare a range of simple hot dishes	2.1 Check the ingredients to make sure they are fit for purpose 2.2 Choose the correct tools and equipment 2.3 Prepare the ingredients correctly for the dish 2.4 Follow safe hygienic practices when preparing food 2.5 Safely store any prepared items not for immediate use
3. Be able to cook and present a range of simple hot dishes	3.1 Cook the dishes using appropriate method 3.2 Cook dishes at correct temperature for required timescale 3.3 Present the dishes to meet requirements 3.4 Serve at required temperature

Additional information	Different foods – Examples to be provided for meat, fish, vegetables and eggs.
	Hot dishes – The learner must be able to prepare, cook and finish a range of dishes covering a minimum of 5 from: meat, poultry, fish, vegetables, eggs, rice, pasta.
	Cooking methods – The learner must be able to cook using a minimum of 3 methods from: grilling, shallow frying, deep frying, roasting, poaching, boiling.
Unit aim (s)	The aim of this unit is for learners to be able to prepare, cook and present a variety of hot dishes in a safe and hygienic manner. They will be able to understand basic cooking methods for different commodities.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	A/600/1094 Housekeeping and guest services
Level:	1
Credit Value:	3
GLH:	30

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know the purpose of guest services	1.1 State how guest services meet customer needs 1.2 State the role of guest services in maintaining security 1.3 State the importance of communication with other departments
2. Know the structure of guest services	2.1 Identify job roles within guest services 2.2 Describe the responsibilities of different job roles in guest services
3. Be able to maintain and service accommodation facilities	3.1 Correctly select, use and store routine cleaning materials and equipment 3.2 Select suitable personal protective equipment (PPE) 3.3 Maintain and service public areas, toilets and washrooms/bathrooms and bedrooms in accordance with organisations' specifications
Unit aims	This unit is about giving learners knowledge of the role of guest services in a hospitality operation and being able to contribute to the daily activities to be carried out as part of the guest services role. The unit covers the cleaning requirements of bedrooms, bathrooms and communal areas, and the safe and correct handling of cleaning materials that are used when servicing accommodation facilities.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	T/618/5077 Introduction to the retail industry
Level:	1
Credit Value:	2
GLH:	16

Learning Outcomes 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

5. Understand health, safety and security requirements in the retail sector	5.1 Outline requirements for health and safety in a retail environment
	5.2 List why it is important to follow health and safety procedures
	5.3 List common risks and hazards that can occur on the premises of a retail business
	5.4 List the main causes of stock loss
	5.5 Outline security procedures to follow when handling payments
Additional information	**Retail channels:** High street shopping, independent stores, market traders, online shopping, television shopping channels, click and collect.
	Retail outlets: Food outlets, department stores, DIY, electrical stores, charity shops.
	Retail occupations: Floor sales, team leader, supervisor, assistant manager, department manager.
	Environmental concerns: plastic-free packaging, transport of goods, zero emissions, recycling, sustainability, organic, biodegradable.
	Ethical concerns: Fair trade, cruelty free, ethical sourcing, exploitation of child labour.
Unit aim (s)	The aim of this unit is for learners to gain a basic understanding of the retail sector and different types of retails outlets and occupations found within the sector. They need to understand health, safety, environmental and ethical concerns within the industry.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	F/618/5079 Keep stock at the required level
Level:	1
Credit Value:	2
GLH:	12
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know the principles of stock control	1.1 State what is meant by stock control 1.2 Outline key features of a stock control system 1.3 List the benefits of effective stock control 1.4 Outline how to keep accurate and up to date records
2. Know how to handle and replenish stock	2.1 Outline risks involved in moving and handling stock 2.2 Outline procedures for replenishing stock 2.3 Identify signs that could mean stock is no longer saleable 2.4 State how to remove waste and keep areas clean and tidy in a retail environment
3. Be able to handle stock and keep at the required levels	3.1 Identify what stock is required 3.2 Move and handle stock safely 3.3 Report damaged stock or discrepancies to appropriate person 3.4 Rotate stock as required 3.5 Place stock in the correct location and display in appropriate position 3.6 Update stock records following organisational requirements 3.7 Keep the work area clean and tidy and dispose of packaging waste

Unit aim (s)	The aim of this unit is for learners to understand stock control systems and demonstrate how to handle and replenish stock on display to ensure required levels are maintained.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	T/618/5080 Keep the retail environment clean and tidy
Level:	1
Credit Value:	1
GLH:	8

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know why it is important to ensure the environment is clean and hygienic	1.1 State why you need to maintain a clean and tidy retail environment 1.2 Identify what could happen if areas are not hygienically maintained 1.3 Outline why you need to maintain good personal hygiene in the retail environment
2. Be able to maintain a good standard of hygiene in the retail environment	2.1 Demonstrate good personal hygiene and wear appropriate clothing 2.2 Use appropriate materials and equipment for cleaning 2.3 Clean areas ensuring customers are not disturbed 2.4 Ensure that merchandise is positioned correctly according to organisational requirements 2.5 Remove unsalable merchandise or waste from the area in a safe manner 2.6 Report any problems to the appropriate person
Unit aim (s)	The aim of this unit is for learners to demonstrate that they can maintain a clean, tidy and hygienic retail environment and understand the importance of doing this.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	F/618/5082 Provide dressing room assistance
Level:	**1**
Credit Value:	**1**
GLH:	**8**
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know why it is important to deliver good customer service	1.1 Outline the importance of maintaining good personal hygiene when working in a retail environment 1.2 Outline how a good attitude and positive body language can contribute to effective customer service 1.3 List why it is important to listen to customers 1.4 Give examples of how to meet customers' needs when working in the dressing room
2. Know security procedures within a dressing room area	2.1 Outline security risks that can occur in a dressing room area 2.2 List the importance of reporting security risks
3. Be able to provide dressing room assistance	3.1 Keep dressing room areas clean, tidy and free from obstructions 3.2 Greet customers in a professional manner 3.3 Assist customer with any dressing room assistance 3.4 Report any problems or security risks to the appropriate person 3.5 Follow organisational procedures at all times
Unit aim (s)	The aim of this unit is for learners to demonstrate how they are able to provide assistance to customers in a dressing room area. They need to show understanding of customer service, personal presentation skills as well as safety requirements within this area.

Assessment method	This unit is assessed through portfolio of evidence.

Title:	J/618/5083 Introduction to business administration
Level:	1
Credit Value:	2
GLH:	16
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know about different business activities	1.1 List different business activities that take place within an organisation
	1.2 List different ways of providing administration support for meetings
	1.3 Outline the importance of keeping an individual's diary up to date
	1.4 List different business documents that may be produced within an organisation
	1.5 Outline why different communication methods are used in a business environment
	1.6 Identify the importance of giving customers a positive impression of yourself and organisation
2. Know health and safety requirements for a business environment	2.1 Identify the legal requirements of health and safety in an office environment
	2.2 Outline why it is important to follow health and safety procedures
	2.3 Outline health and safety considerations for visitors
3. Know security and confidentiality requirements for a business environment	3.1 Identify legal requirements for security and confidentiality in an office environment
	3.2 Give examples of information that should be kept confidential
	3.3 Outline the importance of ensuring security procedures are followed
	3.4 Identify the importance of ensuring confidentiality procedures in the workplace are followed

4. Know about different environmental issues within a business environment	4.1 List different environmental issues within a business environment
	4.2 Outline how to keep waste to a minimum
	4.3 Outline the benefits of recycling
Additional information	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, learner statement.
Unit aim (s)	The aim of this unit is for learners to gain a basic understanding of the types of activities that are carried out in a business environment. They need to understand health, safety, security, confidentiality and environmental concerns that may occur in an office.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	L/618/5084 Work in a business environment
Level:	1
Credit Value:	2
GLH:	16

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to behave and work effectively in a business environment	1.1 Identify why professional behaviour in the workplace is important 1.2 Outline the importance of listening and following instructions in the workplace 1.3 Describe the benefits of being organised and managing time effectively 1.4 State the importance of keeping colleagues or a manager informed about progress of work 1.5 Outline ways of asking for help if needed
2. Be able to act and behave in a professional manner	2.1 Dress appropriately for the workplace 2.2 Demonstrate appropriate standards of behaviour 2.3 Agree to take on new challenges with support from others, if required 2.4 Complete work, treating others with respect and consideration
3. Be able to work effectively	3.1 Set objectives for own work and show commitment 3.2 Accept and follow instructions 3.3 Report any problems immediately 3.4 Keep others informed of progress 3.5 Follow agreed work procedures and guidelines

Additional information	Learners must attend a suitable work placement for a minimum of 14 hours.
	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 and Learning Outcome 3 were met.
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.
Unit aim (s)	The aim of this unit is for the learner to understand and be able to work and behave in a responsible and effective manner when in a business environment.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	R/618/5085 Use office equipment
Level:	1
Credit Value:	1
GLH:	9

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to use different types of office equipment	1.1 List different types of office equipment 1.2 Outline the features and uses of different types of office equipment
2. Know why it is important to follow instructions and minimise waste when using office equipment	2.1 Describe the importance of following manufacturers' instructions when using office equipment 2.2 Identify health and safety concerns with different types of office equipment 2.3 Identify why office equipment should be kept clean and hygienic 2.4 Outline how to minimise waste when using office equipment
3. Be able to use a range of office equipment	3.1 Select appropriate office equipment for the task 3.2 Use equipment following manufacturers' instructions 3.3 Follow health, safety and hygiene requirements when using office equipment 3.4 Ensure waste is kept to a minimum 3.5 Complete tasks effectively to agreed timescales 3.6 Ensure office equipment is ready for the next user
Additional information	Learners are required to use a minimum of **3** different types of office equipment. Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 3 was met.

	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.
Unit aim (s)	The aim of this unit is for learners to be able to understand and use different types of office equipment and follow manufacturers' instructions.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	Y/618/5086 Make and receive telephone calls
Level:	1
Credit Value:	2
GLH:	9
Learning Outcomes **The learner will:**	**Assessment Criteria** **The learner can:**
1. Know how to make and receive telephone calls	1.1 Outline the importance of being professional and efficient when making and receiving telephone calls
	1.2 List different ways of obtaining names and numbers of people that need to be contacted
	1.3 Outline procedures when • making a telephone call • receiving a telephone call
	1.4 Describe the importance of giving accurate and up to date information when dealing with telephone calls
	1.5 Outline the purpose of confidentiality and security when dealing with telephone calls
	1.6 Describe how to leave a message on an answer machine
2. Be able to make telephone calls	2.1 Obtain the name and number of the person to be contacted
	2.2 Speak clearly and show a positive image of self and organisation
	2.3 Communicate information accurately
	2.4 End the call appropriately
3. Be able to receive telephone calls	3.1 Answer phone following correct procedures
	3.2 Identify the caller and find out the reason for their call
	3.3 Give accurate and up to date information, whilst protecting confidentiality and security
	3.4 End the call appropriately

Additional information	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 and Learning Outcome 3 were met.
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.
Unit aim (s)	The aim of this unit is for learners to be able to make and receive telephone calls when working in a business environment.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	D/618/5087 Handle mail
Level:	1
Credit Value:	2
GLH:	6

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to handle mail within the work environment	1.1 List organisational procedures for receiving, distributing and collecting mail 1.2 Outline why mail should be received, distributed and collected within agreed timescales 1.3 List what is meant by 'junk mail' 1.4 Outline problems that may occur when handling incoming and outgoing mail 1.5 State the importance of reporting a suspicious letter or parcel
2. Be able to hand mail in the work environment	2.1 Receive and sort incoming mail 2.2 Identify and deal with unwanted junk mail 2.3 Distribute mail to appropriate individuals within the organisation 2.4 Collect and sort outgoing mail 2.5 Refer any problems to the appropriate individual within the organisation person
Additional information	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 was met. Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.
Unit aim (s)	The aim of this unit is for learners to be able to handle with mail when working in a business environment.

Assessment method	This unit is assessed through portfolio of evidence.

Title:	H/618/5088 Produce business documents
Level:	1
Credit Value:	1
GLH:	9

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to produce business documents	1.1 Give examples of different types of business documents
	1.2 Identify different ways of producing business documents
	1.3 Describe why it is important to agree the content, style and deadlines for producing documents
	1.4 Outline the benefits of producing good quality and error free documents
	1.5 List ways of checking that finished documents are accurate
2. Be able to produce a range of business documents within a workplace	2.1 Outline the purpose, content and style for producing documents
	2.2 Use technology correctly
	2.3 Check spelling, grammar and punctuation for accuracy
	2.4 Ensure layout and format is accurate
	2.5 Present documents to the required deadlines
	2.6 Follow organisational procedures
Additional information	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 was met.
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.

Unit aim (s)	The aim of this unit is for learners to produce a range of business documents and understand the importance of ensuring the documents are accurate and fit for purpose.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	D/618/5090 Use email
Level:	1
Credit Value:	1
GLH:	10
Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to send and receive email messages	1.1 Locate name and email of person(s) to send email messages 1.2 Use software to compose and format email messages 1.3 Send email messages to individuals within the organisation 1.4 Read and respond to email messages in a timely manner 1.5 Follow organisational guidelines when sending and receiving email messages
2. Be able to store email messages	2.1 Identify which emails require storage 2.2 Identify which email messages to delete 2.3 Organise and store email message in line with organisational policy
3. Know the basic security requirements for using email	3.1 Identify how to stay safe when using a computer 3.2 Outline the importance of using password protection 3.3 Outline why it is important to back up data securely 3.4 List the security requirements to follow when using email software
Additional information	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 1 and Learning Outcome 2 were met. Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.

Unit aim (s)	The aim of this unit is for learners to be able to send, receive and store email messages. They should understand basic security requirements.
Assessment method	This unit is assessed through portfolio of evidence.

Title:	H/618/5091 Store and retrieve information
Level:	1
Credit Value:	2
GLH:	9

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know procedures for storing and retrieving information	1.1 Describe different methods of storing and retrieving information 1.2 Outline the importance of storing and retrieving information correctly 1.3 Outline the legal issues that need to be considered when handling information 1.4 Identify types of problems that could occur when storing or retrieving information
2. Be able to store information	2.1 Identify information that requires storage 2.2 Follow organisational procedures for accurate storage 2.3 Store information in correct location 2.4 Ensure security and confidentiality is maintained at all times
3. Be able to retrieve information	3.1 Identify information that is to be retrieved 3.2 Follow organisational procedures for retrieval of information 3.3 Locate and retrieve the information 3.4 Ensure security and confidentiality is maintained at all times

Additional information	Evidence for this unit must contain a witness testimony from the work placement employer/mentor to confirm that Learning Outcome 2 and Learning Outcome 3 were met.
	Types of evidence: Written or oral questions and answers, professional discussion, product evidence, observation, witness testimony, learner statement.
Unit aim (s)	The aim of this unit is for the learner to understand the importance of storing and retrieving information and be able to carry out these tasks accurately.
Assessment method	This unit is assessed through portfolio of evidence.