

Level 1 Award in Employability and Personal Development (601/4334/4)

Level 1 Certificate in Employability and Personal Development (601/4335/6)

Level 1 Diploma in Employability and Personal Development (601/4358/7)

Qualification Specification





YMCA Awards

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# Level 1 Award, Certificate and Diploma in Employability and Personal Development

## Qualification Specification

Qualification numbers: Level 1 Award 601/4334/4

Level 1 Certificate 601/4335/6

Level 1 Diploma 601/4358/7

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# Introduction

## About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or are simply wishing to boost their skills. Our high quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

Ofqual  
CCEA (Council for Curriculum, Examinations and Assessment)

### Qualification aim

**The YMCA Level 1 Award in Employability and Personal Development** aims to develop key personal skills including qualities and attitudes that are required by employers. The primary purpose of this qualification is to support learners to overcome barriers to entering employment. This qualification offers a range of units that will better prepare learners for future employment eg, career planning, interview skills, work-based experience, and developing independent skills for living in the community.

**The YMCA Level 1 Certificate in Employability and Personal Development** aims to support learners into work. Learners will develop key generic, transferable personal skills including qualities and attitudes that are required by employers. This qualification is ideal for learners who are undecided as to which vocational/occupational area they wish to eventually gain employment as it offers a wide range of optional units eg, practising leadership skills with others, working as a volunteer, introduction to healthy eating, customer service in the hospitality industry, and developing skills in caring for children. This qualification can also aid progression to the next level of learning. Due to the nature and structure it will also appeal to learners who wish to re-engage with learning or those who are looking to retrain.

**The YMCA Level 1 Diploma in Employability and Personal Development** aims to develop a wide range of transferable skills relevant to vocational employment. This qualification enables learners to explore a range of vocational sectors. Learners are able to choose units from a variety of vocational areas which in turn will help them to make future employment and progression choices. The primary aim of this qualification is to support learners into work. This qualification can also aid progression to the next level of learning; the nature and structure of this qualification make it suitable for learners who have a general interest in work or who want to retrain while exploring a broader range of sectors before deciding on a chosen career path.

## Overview of knowledge, skills and understanding

This qualification aims to develop key personal skills, qualities and attitudes required by employers and to help learners progress into employment or in education.

### Learners will cover:

#### Knowledge and understanding relating to the qualification:

- Planning for progression into employment or education
- Rights and responsibilities and why health and safety is important in the workplace
- The value of equality and diversity in society
- Explore how diet, exercise/physical activity, emotional and mental wellbeing contribute to a healthy lifestyle

#### Skills:

- Identifying and applying for suitable jobs, training programmes or courses
- Demonstrating positive interview skills
- Attending and reviewing work experience
- Basic elements of managing personal finances
- Developing confidence and self-awareness for success in learning, employment and life in general
- Taking on responsibilities and actively participating in the community

## Target group and age range

YMCA Awards Level 1 Award, Certificate and Diploma in Employability and Personal Development are aimed at engaging a range of learners from the age of 14 to the older adult.

Learners may be unemployed, seeking to return to learning or wanting to retrain. This qualification will give learners the support required to gain vital employability skills.

## Qualification structure

**To achieve the YMCA Level 1 Award in Employability and Personal Development**, learners must achieve a minimum of 6 credits in total: 3 credits from a mandatory unit in Group 1 (as shown in the table below) and a minimum of 3 credits from the optional units in Group 2.

### Mandatory unit Group 1

Unit reference number	Unit title	Level	Credit
F/501/6878	Planning for progression	1	3

### Optional units Group 2

Unit reference number	Unit title	Level	Credit
A/601/9899	Health and safety procedures at work	E3	2
J/501/6879	Effective skills, qualities and attitudes for learning and work	1	3
A/501/6880	Career planning and making applications	1	3
L/501/6883	Rights and responsibilities in the workplace	1	3
R/501/6884	Managing personal finance	1	3
K/501/6891	Work-based experience	1	3
A/501/6894	Contributing to a team	1	3
Y/501/6899	Candidate project	1	3
F/600/7804	Valuing equality and diversity	1	2

L/506/2701	Developing personal confidence	1	1
R/506/0559	Develop independent skills for living in the community	1	3
K/505/4055	Planning for and learning from a job interview	1	3
D/506/0662	Developing own interpersonal skills	2	3
A/503/0973	Healthy lifestyles	1	2

The Total Qualification Time (TQT) for this qualification is 60. The Guided Learning Hours (GLH) assigned are 35.

To achieve the YMCA Level 1 Certificate in Employability and Personal Development, learners must achieve a minimum of 15 credits in total: 6 credits from the mandatory units in Group 1 (as shown in the table below) and a minimum of 9 credits from the optional units in Group 2.

### Mandatory unit Group 1

Unit reference number	Unit title	Level	Credit
F/501/6878	Planning for progression	1	3
K/501/6891	Work-based experience	1	3

### Optional units Group 2

Unit reference number	Unit title	Level	Credit
A/601/9899	Health and safety procedures at work	E3	2
J/501/6879	Effective skills, qualities and attitudes for learning and work	1	3
A/501/6880	Career planning and making applications	1	3
L/501/6883	Rights and responsibilities in the workplace	1	3
R/501/6884	Managing personal finance	1	3
A/501/6894	Contributing to a team	1	3
Y/501/6899	Candidate project	1	3
F/600/7804	Valuing equality and diversity	1	2
L/506/2701	Developing personal confidence	1	1
R/506/0559	Develop independent skills for living in the community	1	3
K/505/4055	Planning for and learning from a job interview	1	3
D/506/0662	Developing own interpersonal skills	2	3
A/503/0973	Healthy lifestyles	1	2
D/501/5916	Practising leadership skills with others	2	2
J/501/6042	Working as a volunteer	2	2
F/505/4336	Using cooking skills in the domestic kitchen	1	3
K/502/5008	Introduction to healthy eating	1	3
J/502/4898	Customer service in the hospitality industry	1	3
M/504/8516	Developing skills in caring for children	1	3
A/506/0717	Sex and relationship education	1	3
L/506/0558	Assertive living	1	3
T/506/0974	Understanding child development	1	3

The Total Qualification Time (TQT) for this qualification is 150. The Guided Learning Hours (GLH) assigned are 95.

To achieve the YMCA Level 1 Diploma in Employability and Personal Development, learners must achieve a minimum of 39 credits in total: 12 credits from the mandatory units in Group 1 (as shown in the table below) and 27 credits from the optional units in Group 2.

### Mandatory units Group 1

Unit reference number	Unit title	Level	Credit
F/501/6878	Planning for progression	1	3
K/501/6891	Work-based experience	1	3
A/501/6880	Career planning and making applications	1	3
K/505/4055	Planning for and learning from a job interview	1	3

### Optional units Group 2

Unit reference number	Unit title	Level	Credit
A/601/9899	Health and safety procedures at work	E3	2
J/501/6879	Effective skills, qualities and attitudes for learning and work	1	3
L/501/6883	Rights and responsibilities in the workplace	1	3
R/501/6884	Managing personal finance	1	3
A/501/6894	Contributing to a team	1	3
Y/501/6899	Candidate project	1	3
F/600/7804	Valuing equality and diversity	1	2
L/506/2701	Developing personal confidence	1	1
R/506/0559	Develop independent skills for living in the community	1	3
D/506/0662	Developing own interpersonal skills	2	3
A/503/0973	Healthy lifestyles	1	2
D/501/5916	Practising leadership skills with others	2	2
J/501/6042	Working as a volunteer	2	2
F/505/4336	Using cooking skills in the domestic kitchen	1	3
K/502/5008	Introduction to healthy eating	1	3
J/502/4898	Customer service in the hospitality industry	1	3
M/504/8516	Developing skills in caring for children	1	3
A/506/0717	Sex and relationship education	1	3
L/506/0558	Assertive living	1	3
T/506/0974	Understanding child development	1	3
K/501/5904	Developing personal skills for leadership		

The Total Qualification Time (TQT) for this qualification is 390. The Guided Learning Hours (GLH) assigned are 275.

### Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning 3
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- E-learning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- E-learning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to give feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto:awards.products@ymca.co.uk).

### Entry requirements

There are no pre-requisite requirements for these qualifications.

### Opportunities for progression

These qualifications have been designed to lead to further study or employment.

On successful completion of the **YMCA Level 1 Award in Employability and Personal Development**, learners can move onto:

Future employment possibilities

This qualification supports the personal growth of a learner and their ability to operate within a work setting. Having gained employment this qualification would prepare the learner to move onto a traineeship or progress to higher levels within their chosen sector.

### Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- YMCA Level 1 Certificate in Employability and Personal Development (QCF)
- YMCA Level 1 Diploma in Employability and Personal Development (QCF)
- YMCA Level 1 Award in Lifestyle Management
- YMCA level 2 Award in Employment Awareness in Active Leisure and Learning
- YMCA Level 2 Certificate in Fitness instructing – Gym Based Exercise/Physical Activity for Children
- Traineeship

On successful completion of the **YMCA Level 1 Certificate in Employability and Personal Development**, learners can move onto:

### Future employment possibilities

This qualification supports the personal growth of a learner and their ability to operate within a work setting. As such this qualification supports the learner towards gaining employment in a variety of industries and roles. Having gained employment this qualification would prepare the learner to move onto an apprenticeship or progress to higher levels within their chosen sector.

### Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- YMCA Level 1 Diploma in Employability and Personal Development (QCF)
- YMCA Level 1 Diploma in Sport and Active Leisure
- YMCA level 2 Award in Employment Awareness in Active Leisure and Learning
- YMCA Level 2 Certificate in Fitness instructing – Gym Based Exercise/Physical Activity for Children
- A level 2 qualification within the learners chosen sector
- Apprenticeship

On successful completion of the **YMCA Level 1 Diploma in Employability and Personal Development**, learners can move onto:

### Future employment possibilities

This qualification supports the personal growth of a learner and their ability to operate within a work setting. As such, this qualification supports the learner towards gaining employment in a range of industries and roles or in a job where a very broad understanding of a number of employment sectors is beneficial.

Having gained employment this qualification would prepare the learner to move onto an apprenticeship and progress to higher levels within their chosen sector.

### Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- Apprenticeship
- YMCA Level 2 Award in Employment Awareness in Active Leisure and Learning
- YMCA Level 2 Certificate in Fitness instructing – Gym Based Exercise/Physical Activity for Children
- YMCA Level 2 Award in Nutrition for Healthy Living
- YMCA Level 2 Certificate in Customer Service
- A Level 2 qualification within the learners chosen sector

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website: [www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre).

## Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals).

## Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements please see the YMCA Awards staff approval requirement document. This can be found on our website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration).

## Qualification availability

This qualification is available in:

England and regulated by Ofqual

Northern Ireland and regulated by CCEA (Council for Curriculum, Examinations and Assessment)

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure that there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

These qualifications are unit-based and each unit contains learning outcomes and assessment criteria.

Learning outcomes set out what the learner is expected to know, understand or be able to do as a result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real work environment. Where a real work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards assessment policies and procedures [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance)

The YMCA Awards Level 1 Award, Certificate and Diploma in Employability and Personal Development are assessed through Internal assessment.

## Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

### Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: [www.ymcaawards.co.uk/download-resources/lars](http://www.ymcaawards.co.uk/download-resources/lars).

### Creating a portfolio of evidence

If a YMCA Awards Learner Assessment Record (LAR) is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio shows coverage of the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- evidence index
- assessor observation – completed observational checklists and related action plans
- witness testimony
- candidate's proof of work
- worksheets
- assignments/projects/reports/presentations
- record of professional discussion
- record of oral and written questioning
- candidate and peer reports
- Recognition of Prior Learning (RPL)
- summary of achievement.

Centres need to make sure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods see the suggested example in the 'Qualification content' section of this specification.

## External assessment

There is no external assessment.

## Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Internal and external quality assurance

The role of the internal quality assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the external quality assurer (EQA). For further information on the role of the IQA and the EQA go to the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

### Unit specifications and recommended assessment methods

# Planning for progression (F/501/6878)

## Unit aim

The aim of this unit is to help the learner plan for progression into employment or education by understanding their training programme and the facilities and support that are available. The learner will also be able to recognise and build on personal strengths.

## Unit content

The learner will:

### 1. Understand own study or training programme

The learner can:

**1.1 Define what he/she aims to achieve by the end of the study/training programme**

**1.2 Describe what he/she needs to do in order to follow the programme**

**1.3 Identify the centre rules and regulations that affect him/her as a learner**

The learner will:

### 2. Know the facilities and services provided in the place of study or training

The learner can:

**2.1 Describe the facilities provided in the place of study or training**

**2.2 Outline the support available for learners**

The learner will:

### 3. Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work

The learner can:

**3.1 Identify positive qualities and attitudes needed for study and work**

**3.2 Outline his/her own personal strengths**

**3.3 Give an example of something related to learning and work that he/she feels good about and something he/she feels confident doing**

The learner will:

## 4. Be able to action plan for self-improvement

The learner can:

4.1 Identify areas for improvement

4.2 Identify realistic targets

4.3 Prepare an action plan or contract to meet targets

4.4 Identify arrangements for reviewing progress

Assessment

Worksheet

# Career planning and making applications (A/501/6880)

## Unit aim

The aim of this unit is to help the learner to identify and apply for a suitable job, training programme or course. This unit will also develop the learner's understanding of the interview process.

## Unit content

The learner will:

### 1. Be able to choose a suitable career pathway

The learner can:

**1.1 List sources of careers advice and guidance**

**1.2 Research career options**

**1.3 Agree a suitable career pathway**

The learner will:

### 2. Be able to identify a suitable job, training programme or course

The learner can:

**2.1 List sources of information for job vacancies, training programmes or courses**

**2.2 Find a suitable job vacancy, training programme or course**

The learner will:

### 3. Understand how to prepare a curriculum vitae

The learner can:

**3.1 Identify own skills, qualities, experience and qualifications**

**3.2 Draft a curriculum vitae**

The learner will:

### 4. Understand how candidates are selected for interview

The learner can:

**4.1 Describe how candidates are selected for an interview for a job, training programme or course**

The learner will:

## 5. Be able to apply for a job, training placement or course

The learner can:

5.1 Obtain an application form and/or job details

5.2 Complete the application

The learner will:

## 6. Understand the interview process

The learner can:

6.1 List what needs to be considered in preparation for the interview

6.2 Observe or take part in a real or simulated interview

6.3 Give examples of effective and ineffective interview practice

### Assessment

Project/poster/worksheet, curriculum vitae, applications and attending an interview

# Work-based experience (K/501/6891)

## Unit aim

The aim of this unit is to help learners develop their skills in and understanding of the workplace by preparing for, attending and reviewing work experience.

## Unit content

The learner will:

### 1. Be able to prepare for his/her work experience

The learner can:

1.1 Suggest options for or agree suitable work experience

1.2 Apply or prepare for work experience

1.3 State how this work experience relates to his/her employment and/or learning goals

The learner will:

### 2. Be able to plan a journey to work

The learner can:

2.1 Find out relevant bus or train times (or the times of another type of public transport)

2.2 Decide which bus or train (or other public transport) to catch

2.3 Work out the time he/she needs to leave home in order to arrive at a suitable time

The learner will:

### 3. Be able to follow requirements during the work experience

The learner can:

3.1 Attend suitable work experience for a minimum of fifteen hours

3.2 Dress appropriately

3.3 Follow safe working practice

3.4 Follow instructions to complete tasks

3.5 Speak to other people in a suitable manner

The learner will:

## 4. Be able to complete a work experience review

The learner can:

4.1 Identify what went well

4.2 Describe what he/she has learned about himself/herself

4.3 Explain how he/she is going to build on this experience

**Assessment**

Worksheet, log book

# Planning for and learning from a job interview (K/505/4055)

## Unit aim

The aim of this unit is to develop the skills required for the learner to plan and prepare for an interview. The learner will also need to evaluate the interview and identify any further training needs or learning they might require in the future.

## Unit content

The learner will:

### 1. Be able to organise personal arrangements for a specific job interview

The learner can:

#### 1.1 Outline job details, to include:

- job title
- name and address of organisation
- job responsibilities
- working arrangements

#### 1.2 Prepare personal arrangements for a specific job interview

- date and time
- name of interviewer
- dress code
- travel method
- journey start and end time
- method of confirming attendance

#### 1.3 Identify sources of information for a specific job interview

The learner will:

### 2. Be able to research information about a specific job offered for interview

The learner can:

#### 2.1 Describe the importance of facts about an organisation

#### 2.2 Describe the importance of facts about a job

#### 2.3 Outline skills and personal attributes needed for a job

The learner will:

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### 3. Be able to prepare questions and answers for a specific job interview

The learner can:

3.1 Identify questions an individual may be asked at a job interview, to include:

- open questions
- closed questions

3.2 Prepare answers to interview questions an individual may be asked, to include:

- short answers
- extended answers

3.3 Prepare questions to ask an interviewer at a job interview, to include:

- about the job
- about the organisation

3.4 Describe the importance of preparing questions and answers for an interview

The learner will:

### 4. Be able to communicate during a specific job interview

The learner can:

4.1 Demonstrate ways to make a positive first impression at interview, to include:

- punctuality
- courtesy
- positive body language
- personal hygiene
- personal appearance

4.2 Demonstrate interview techniques, to include:

- introducing self
- responding to open questions
- responding to closed questions
- asking relevant questions
- using listening skills

The learner will:

### 5. Be able to reflect on a specific job interview

The learner can:

5.1 Review own performance during the interview, to include:

- what went well
- what did not go well

5.2 Outline improvements for future interviews

5.3 Identify own reasons for wanting or not wanting a job following the interview

**Assessment**

Poster/project/worksheet, job interview, self-evaluation of performance during an interview

# Health and safety procedures at work (A/601/9899)

## Unit aim

The aim of this unit is to introduce the learner to health and safety and its importance in the workplace.

## Unit content

The learner will:

### 1. Understand what procedures are necessary to maintain health and safety at work

The learner can:

- 1.1 Identify simple health and safety procedures at own place of work
- 1.2 Understand the meaning of safety signs used at own place of work
- 1.3 Identify safety equipment used at own place of work
- 1.4 State why identified safety equipment is used

The learner will:

### 2. Know how to respond to an accident or emergency at work

The learner can:

- 2.1 Identify the procedures to be followed in the event of a fire alarm being activated
- 2.2 Identify the procedures to be followed in the event of discovering a fire
- 2.3 Identify the procedures to be followed in case of an accident at work
- 2.4 Identify procedures to be followed in case of an illness at work
- 2.5 Identify a different emergency situation that could occur at work and the relevant health and safety procedures to be followed

Assessment

Poster/project/worksheet

# Effective skills, qualities and attitudes for learning and work (J/501/6879)

## Unit aim

The aim of this unit is to help the learner to show positive skills, qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

## Unit content

The learner will:

### 1. Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work

The learner can:

1.1 Explain the importance of positive and appropriate behaviour

1.2 Consistently demonstrate appropriate codes of conduct

1.3 Demonstrate adaptability and flexibility

1.4 Demonstrate motivation and enthusiasm

1.5 Demonstrate commitment and professionalism

The learner will:

### 2. Understand why effective communication is important

The learner can:

2.1 Explain the importance of effective verbal and non-verbal communication

2.2 Demonstrate effective communication on a one-to-one basis with a colleague or customer

2.3 Demonstrate effective communication with more than one other person

2.4 Use positive body language

The learner will:

### 3. Be able to work effectively

The learner can:

3.1 Receive and respond to instructions

3.2 Check own understanding of instructions

3.3 Identify the tasks that need to be done and deadlines

3.4 Identify the help, materials, equipment and/or tools needed to complete the tasks

3.5 Work safely following health and safety guidelines

3.6 Complete tasks to required standard and deadlines

3.7 Identify ways of working more effectively

Assessment

Worksheet, observation of skills, qualities and attitudes for learning and work

# Rights and responsibilities in the workplace (L/501/6883)

## Unit aim

The aim of this unit is to help the learner understand that employees have rights and responsibilities and why health and safety rules are important.

## Unit content

The learner will:

### 1. Understand that employees have rights

The learner can:

- 1.1 List a range of employee rights
- 1.2 State how employee rights are protected by law

The learner will:

### 2. Understand that employees have responsibilities

The learner can:

- 2.1 List a range of employee responsibilities
- 2.2 Describe his/her responsibilities
- 2.3 Explain why it is important to keep some information confidential

The learner will:

### 3. Understand why health and safety rules are important

The learner can:

- 3.1 Recognise and respond to hazards in his/her place of learning or work
- 3.2 List requirements for personal health and safety in his/her place of learning or work
- 3.3 Explain how he/she can contribute to keeping colleagues and customers safe and healthy
- 3.4 Contribute to a risk assessment
- 3.5 Work safely following guidelines
- 3.6 Explain and follow emergency procedures



# Managing personal finance (R/501/6884)

## Unit aim

The aim of this unit is to introduce the learner to the basic elements of managing personal finances.

## Unit content

The learner will:

### 1. Understand sources of income and expenditure

The learner can:

1.1 List sources of income

1.2 Describe the ways in which money can be received

1.3 Give examples of a range of expenditure

1.4 Describe the ways in which payment can be made

The learner will:

### 2. Understand the need to balance income and expenditure

The learner can:

2.1 Identify and use a method of recording income and expenditure

2.2 Identify the problems which may occur if expenditure is greater than income

The learner will:

### 3. Know how to reduce expenditure

The learner can:

3.1 Describe ways of reducing expenditure

The learner will:

### 4. Understand some of the products provided by banks and building societies

The learner can:

4.1 Give examples of types of products provided by banks and building societies

4.2 State advantages and disadvantage of different types of accounts

The learner will:

## 5. Understand the advantages and disadvantages of borrowing money

The learner can:

5.1 List the advantages of borrowing

5.2 List the disadvantages of borrowing

5.3 Give examples of the costs of borrowing

Assessment

Poster/project/worksheet

# Contributing to a team (A/501/6894)

## Unit aim

The aim of this unit is to help learners develop team working skills. Learners will be able to identify the roles and procedures required to complete a team task. On completion of the team task the learners will be able to review their contribution.

## Unit content

The learner will:

### 1. Be able to give reasons why effective teamwork is important

The learner can:

#### 1.1 List some benefits of effective teamwork

The learner will:

### 2. Understand how team values and procedures can vary

The learner can:

#### 2.1 List different types of teams

#### 2.2 Describe ways in which team members can make sure they work together effectively

#### 2.3 Outline different ways of making decisions

The learner will:

### 3. Understand the roles people may take in a teamwork situation

The learner can:

#### 3.1 Give examples of formally allocated roles

#### 3.2 Give examples of less formal roles

#### 3.3 Identify the impact these roles could have on the way a team works and on members of the team

The learner will:

### 4. Understand what needs to be done to achieve a team goal

The learner can:

#### 4.1 Explain the overall goal of the team

#### 4.2 Describe his/her own role as part of the team in a well-defined situation

The learner will:

## 5. Be able to work with others towards achieving shared objectives in a well-defined situation

The learner can:

5.1 Agree an action plan of individual and group activities needed to achieve the objectives

5.2 Clarify action plan if necessary

5.3 Identify who to ask for help if she/he needs it

5.4 Work co-operatively

5.5 Receive and act on constructive criticism

5.6 Carry out well-defined individual and group activities as identified

5.7 Work safely

The learner will:

## 6. Be aware of own contribution to team progress

The learner can:

6.1 Share own views on progress with other members of the team

6.2 Identify how effective his/her contribution was to the team's progress

6.3 Identify what went well and what went less well in working with others

6.4 Suggest ways of improving own working with others in the future

Assessment

Poster/project/worksheet, assessment plan, observation, self-evaluation

# Candidate project (Y/501/6899)

## Unit aim

The aim of this unit is to support the learners in planning, carrying out and evaluating a project of their choice.

## Unit content

The learner will:

### 1. Plan a project (activity or piece of research)

The learner can:

1.1 Agree a suitable project

1.2 List the stages involved in the project

1.3 Suggest a timescale for the activities

1.4 Agree the plan with a suitable person

The learner will:

### 2. Carry out a project

The learner can:

2.1 Follow the project plan

2.2 Review progress with a suitable person

2.3 Amend the project plan if necessary

2.4 Complete the project

The learner will:

### 3. Evaluate the project

The learner can:

3.1 Explain what went well

3.2 Explain what did not go well

3.3 Describe what he/she has learned from planning and completing the project

Assessment

Project plan, project logbook, evaluation of candidate's project

# Valuing equality and diversity (F/600/7804)

## Unit aim

The aim of this unit is to help the learner to understand the value of equality and diversity in society.

## Unit content

The learner will:

### 1. Understand aspects of equality

The learner can:

- 1.1 Define the term "equality"
- 1.2 List the key legislation
- 1.3 Give examples of inequality in a range of situations
- 1.4 Identify bodies who work on equality issues

The learner will:

### 2. Understand aspects of diversity

The learner can:

- 2.1 Define the term "diversity"
- 2.2 List the key legislation
- 2.3 Give examples of positive and negative stereotyping
- 2.4 Give examples of how diversity can benefit society

The learner will:

### 3. Understand aspects of discrimination

The learner can:

- 3.1 State the difference between discrimination and prejudice
- 3.2 List the areas of discrimination covered by legislation
- 3.3 Give an example of direct discrimination

### 3.4 Give an example of indirect discrimination

Assessment

Poster/project/written worksheet, or task

# Developing personal confidence (L/506/2701)

## Unit aim

The aim of this unit is to introduce learners to ways in which they can develop their confidence and self-awareness. This will help learners to understand the benefits of improving personal development for success in learning, employment and life in general.

## Unit content

The learner will:

### 1. understand the meaning of personal confidence and self-awareness

The learner can:

1.1 define the meaning of personal confidence

1.2 define the meaning of self-awareness

The learner will:

### 2. know current levels of personal/self confidence

The learner can:

2.1 outline own levels of personal/self confidence in different situations

2.2 give examples of own personal/self confidence in different situations

The learner will:

### 3. be able to develop personal confidence and self-awareness

The learner can:

3.1 identify a range of way to develop personal confidence

3.2 state the benefits of improved self-confidence

Assessment

Poster/project/written worksheet

# Develop independent skills for living in the community (R/506/0559)

## Unit aim

The aim of this unit is to develop the skills required to enable the learner to be able to take on responsibilities and actively participate in the community.

## Unit content

The learner will:

### 1. Understand what a community is

The learner can:

**1.1 List the main components of a community**

**1.2 Outline the links between an individual and the community in which they live**

The learner will:

### 2. Know the location and use of buildings and facilities in own local area

The learner can:

**2.1 Outline the functions of three key buildings and facilities**

**2.2 State how these are used to support people within the community**

The learner will:

### 3. Understand independent skills in own community

The learner can:

**3.1 State what is meant by independence**

**3.2 State how this independence influences decisions within the community**

**3.3 Identify when it would be appropriate to use own independent skills**

The learner will:

### 4. Know facilities and services available to the community

The learner can:

**4.1 Identify own needs within the community**

**4.2 Identify ways in which these needs could be met**

The learner will:

## 5. Understand own responsibilities as part of a community

The learner can:

5.1 List the positive and negative ways in which an individual can influence their community

5.2 Give examples of the consequences of individual's actions to others in the community

Assessment

Poster/project/worksheet

# Developing personal skills for leadership (K/501/5904)

## Unit aim

The aim of this unit is to develop the learner's knowledge regarding the concept of leadership, decision making, giving basic instructions to others, and giving feedback within a leadership context.

## Unit content

The learner will:

### 1. Understand the main features of leadership

The learner can:

1.1 Describe the main features of leadership

1.2 Explain how their own skills and qualities relate to the main features of leadership

The learner will:

### 2. Plan how to demonstrate leadership skills

The learner can:

2.1 Describe the range of skills they will use to lead others

2.2 Explain how they will put these skills into practice in order to lead others

The learner will:

### 3. Prepare for a leadership activity

The learner can:

3.1 Select a suitable activity to demonstrate their leadership skills

3.2 Explain why they selected that activity and how it will enable them to demonstrate an appropriate range of skills

Assessment

Poster/project/worksheet

# Working as a volunteer (J/501/6042)

## Unit aim

The aim of this unit is for learners to develop an understanding of the role of volunteers and undertake a voluntary work task that suits their skills and interest.

## Unit content

The learner will:

### 1. Be able to find voluntary work

The learner can:

#### 1.1

**P1 Identify ways to become a volunteer**

**P2 Apply for voluntary work which matches their skills and interests**

The learner will:

### 2. Understand what is expected of the volunteer in undertaking the voluntary work

The learner can:

#### 2.1

**P3 Explain the nature of the work to be undertaken**

**P4 Explain behaviours and attitudes needed to undertake the work**

The learner will:

### 3. Be able to undertake voluntary work

The learner can:

#### 3.1

**P5 Complete a voluntary work task which the learner has identified as matching their skills and interests**

The learner will:

### 4. Understand that the skills used during voluntary work may be of benefit to personal or career plans

The learner can:

#### 4.1

**P6 Describe how the skills used during the time as a volunteer may be useful in the volunteer's future or career plans**

Assessment

Poster/project/worksheet, applying for  
voluntary work evidence checklist, voluntary  
work task record form

# Developing own interpersonal skills (D/506/0662)

## Unit aim

This unit aims to enable learners to develop an awareness of their own needs and conduct. This unit explores how to recognise body language and various other types of human behaviour.

## Unit content

The learner will:

### 1. Know own strengths

The learner can:

**1.1 Describe his/her own strengths and how these strengths could be transferred to other roles.**

The learner will:

### 2. Understand time management

The learner can:

**2.1 Describe ways of improving own time management.**

The learner will:

### 3. Know how to manage own stress

The learner can:

**3.1 Describe own strategies for managing stress.**

The learner will:

### 4. Understand types of criticism

The learner can:

**4.1 Describe real situations which illustrate and show use of different types of criticism.**

The learner will:

### 5. Understand confident behaviour

The learner can:

**5.1 Describe real situations which illustrate confident behaviour.**

The learner will:

## 6. Understand what is meant by 'body language'

The learner can:

**6.1 Describe five different examples of body language observed in real situations**

The learner will:

## 7. Understand the difference between aggressive, passive and assertive behaviour

The learner can:

**7.1 Describe how s/he can respond appropriately to aggressive, passive and assertive behaviour**

**Assessment**

Poster/project/worksheet

# Healthy lifestyles (A/503/0973)

## Unit aim

The aim of this unit is to explore how diet, exercise/physical activity, emotional and mental wellbeing contribute to a healthy lifestyle.

## Unit content

The learner will:

### 1. Understand the importance of a balanced diet to a healthy lifestyle

The learner can:

**1.1 State what is meant by a healthy and balanced diet.**

**1.2 Identify the essential food groups in a balanced diet.**

The learner will:

### 2. Know about the importance of exercise to a healthy lifestyle

The learner can:

**2.1 State how lack of exercise can affect the human body.**

**2.2 Outline the importance of physical activity to a healthy lifestyle.**

**2.3 Describe three different types of exercise/sport/activity.**

The learner will:

### 3. Understand the importance of emotional and mental wellbeing

The learner can:

**3.1 Outline the effects of stress on the human body.**

**3.2 State what is meant by emotional and mental wellbeing.**

**3.3 Outline how work/life balance can help maintain emotional and mental wellbeing.**

The learner will:

### 4. Know how to improve own lifestyle

The learner can:

**4.1 Give positive and negative points of own lifestyle in relation to physical and mental health, and emotional wellbeing.**

**4.2 Identify sources of information and/or support and how they can be accessed.**

### 4.3 Outline a plan to improve own lifestyle.

Assessment

Poster/project/worksheet, lifestyle plan

# Practising leadership skills with others (D/501/5916)

## Unit aim

The aim of this unit is to help learners to develop their personal leadership skills.

## Unit content

The learner will:

### 1. Understand how to lead a group activity

The learner can:

1.1 Explain how their leadership skills will contribute to a given group activity

The learner will:

### 2. Demonstrate effective leadership skills with others

The learner can:

2.1 Give support to other members of the group

2.2 Allocate tasks and activities appropriately to other members of the group

2.3 Give and receive appropriate feedback

2.4 Make decisions about tasks and activities appropriately

The learner will:

### 3. Evaluate their leadership performance

The learner can:

3.1 Carry out an evaluation of their leadership performance

3.2 Suggest areas for improvement of their leadership performance

Assessment

Poster/project/worksheet, observation, self-evaluation

# Using cooking skills in the domestic kitchen (F/505/4336)

## Unit aim

The aim of this unit is to develop the learner's understanding of how to plan and cost nutritionally balanced meals. The learners will be using a range of kitchen equipment and will demonstrate a range of food preparation methods.

## Unit content

The learner will:

### 1. Understand how to plan and cost nutritionally balanced meals.

The learner can:

1.1 Plan a two-course meal, taking into account basic nutritional value and costs.

1.2 Give reasons for choice of meal.

The learner will:

### 2. Be able to use fresh ingredients and convenience foods.

The learner can:

2.1 Cook a meal using:

- a) fresh ingredients
- b) convenience foods.

The learner will:

### 3. Be able to use and maintain a range of domestic kitchen equipment.

The learner can:

3.1 Identify examples of domestic kitchen equipment used to produce a meal.

3.2 Use domestic kitchen equipment to produce a meal.

3.3 Clean and store the equipment used.

The learner will:

### 4. Be able to use a variety of food preparation methods

The learner can:

4.1 Identify different food preparation methods.

4.2 Produce a dish using a range of food preparation methods.

The learner will:

## 5. Understand the importance of health and safety in a domestic kitchen.

The learner can:

5.1 Identify the main health and safety risks in a domestic kitchen.

5.2 Outline how to respond to health and safety risks in a domestic kitchen.

### Assessment

Poster/project/worksheet, observation of cooking skills checklist

# Introduction to healthy eating (K/502/5008)

## Unit aim

The aim of this unit is to introduce learners to healthy eating and the effects food has on the body. The learners will also develop an understanding of why different people require special diets.

## Unit content

The learner will:

### 1. Know the effects of food on the body

The learner can:

1.1 State what the body uses food for

1.2 State the benefits of a healthy diet

1.3 State why different groups of people require different diets

The learner will:

### 2. Know the different food groups and their contribution to a healthy, balanced diet

The learner can:

2.1 List the major food groups

2.2 Describe a healthy, balanced diet

2.3 Check food labels for nutritional information

2.4 Describe the importance of regular fluid/water intake in relation to a balanced diet

Assessment

Poster/project/worksheet

# Customer service in the hospitality industry (J/502/4898 )

## Unit aim

The aim of this unit is to provide learners with a basic understanding of the importance of good customer service within the hospitality industry.

## Unit content

The learner will:

### 1. Know the benefits of good customer service

The learner can:

1.1 Outline what good customer service is

1.2 State the benefits of good customer service

1.3 Give examples of good service for different customer groups within the industry

The learner will:

### 2. Be able to communicate with customers in the hospitality environment

The learner can:

2.1 Identify the benefits of good communication

2.2 State how to deal with routine customer needs

2.3 Communicate positively in a hospitality environment (to include verbal and non-verbal communication)

The learner will:

### 3. Know the importance of good personal presentation

The learner can:

3.1 Outline the importance of good personal hygiene and presentation in a hospitality environment

3.2 Identify different dress codes for roles in a hospitality environment

**Assessment**

Poster/project/worksheet, observation

# Developing skills in caring for children (M/504/8516)

## Unit aim

This unit aims to develop the learner's awareness of the skills required to care for babies and young children. The learners will wash/bathe a baby or child during a simulation.

## Unit content

The learner will:

### 1. Be able to wash/bathe babies and children.

The learner can:

**1.1 Demonstrate through simulation the correct procedure when bathing a baby/toddler.**

1.2 Identify products available for personal care of children.

1.3 Outline the importance of hygiene for specific areas of the body.

The learner will:

### 2. Know the correct procedures to follow when feeding young children

The learner can:

**2.1 Demonstrate sterilising feeding equipment using a correct method.**

2.2 Demonstrate the correct method for preparing a bottle-feed.

**2.3 State the appropriate hygiene and safety procedures to follow when feeding young children.**

The learner will:

### 3. Know about children's clothing needs.

The learner can:

**3.1 Identify suitable clothing for children of different ages and for different seasons.**

3.2 Demonstrate how to care for these clothes appropriately.

The learner will:

#### 4. Know how to respond to a baby/child's need for sleep and rest.

The learner can:

4.1 Identify when a child/baby requires sleep.

4.2 Describe the correct method for putting a child/baby to bed.

4.3 Collect information showing equipment available for aiding rest and sleep.

**Assessment**

Poster/project/worksheet, observation

# Sex and relationship education (A/506/0717)

## Unit aim

The aim of this unit is to develop an understanding of a range of relationships and family lifestyles and the rights and responsibilities that individuals have within these relationships. It also explores the law in relation to sex and sexuality and how the body works.

## Unit content

The learner will:

### 1. Understand a range of relationships, sexuality and family lifestyles and the impact of cultural and individual differences.

The learner can:

**1.1 Outline at least three examples of different types of relationships and sexuality.**

**1.2 State how they are different.**

**1.3 State how cultural and individual differences may impact upon relationships.**

The learner will:

### 2. Understand the qualities and attributes which help individuals form positive consensual relationships

The learner can:

**2.1 Give examples of qualities and attributes which help people form positive consensual relationships.**

The learner will:

### 3. Understand that individuals have rights and responsibilities within a relationship.

The learner can:

**3.1 Give examples of different rights and responsibilities within a relationship.**

The learner will:

### 4. Understand elements of the law in relation to sex and sexuality.

The learner can:

**4.1 State the legal issues in relation to age of consent, marriage, cohabitation and abuse.**

The learner will:

## 5. Understand how the body works in relation to sexual activity.

The learner can:

5.1 Name and label given body parts.

5.2 Outline how the body functions during sexual activity.

The learner will:

## 6. Understand the purpose of contraception methods.

The learner can:

6.1 Give at least three examples of contraception and their purpose.

6.2 Identify which methods protect against sexually transmitted infections.

6.3 Put a condom on a dummy.

The learner will:

## 7. Know the agencies able to give help, advice and treatment on contraceptive and sexual health.

The learner can:

7.1 Identify agencies able to give help and advice on contraception and sexual health.

7.2 Outline the help they provide.

**Assessment**

Poster/project/worksheet, observation

# Assertive living (L/506/0558)

## Unit aim

The aim of this unit is to encourage learners to evaluate the way they live their life. Learners will be made aware of the different types of behaviour, the nature of self-esteem, stress, time management and self-awareness. Throughout, they will be encouraged to draw on personal experience/examples to develop an assertive style of living.

## Unit content

The learner will:

### 1. Understand different types of behaviour.

The learner can:

1.1 List the main characteristics of, and give two examples of each of the following types of behaviour:

- a) passive
- b) assertive
- c) aggressive.

The learner will:

### 2. Know about self-esteem and how it can be enhanced.

The learner can:

2.1 Give three examples of factors which influence how people feel about themselves.

2.2 Identify his/her self-esteem needs and indicate how they can be met.

The learner will:

### 3. Know about stress and strategies for reducing it.

The learner can:

3.1 Outline what stress is.

3.2 Give three examples of causes of stress in his/her life.

3.3 Identify two ways in which his/her stress could be reduced.

The learner will:

#### 4. Understand the need for time management and be able to implement it.

The learner can:

4.1 Define time management and demonstrate his/her time management skills by punctual attendance and completion of work on time.

4.2 List four ways in which he/she can improve his/her time management.

The learner will:

#### 5. Understand personal strengths and interests.

The learner can:

5.1 Identify and outline three personal strengths and 3 interests.

**Assessment**

Poster/project/worksheet, observation

# Understanding child development (T/506/0974)

## Unit aim

The aim of this unit is to give a basic introduction to child development from 0-3 years of age. A range of childcare provisions will be identified and the learner will look at a range of safety products that can provide a safe environment for a child.

## Unit content

The learner will:

### 1. Understand the development of children from 0-1 year.

The learner can:

**1.1 Produce a chart illustrating the physical development of a baby 0-1 year.**

**1.2 Select three toys suitable for a child 0-6 months and suggest how you would use them with a child.**

**1.3 Select three toys suitable for a child 6-12 months and suggest how you could use them with a child.**

The learner will:

### 2. Understand the development of children from 1-3 years.

The learner can:

**2.1 Select play materials that will encourage walking, talking, social skills, colour and shape identification, and creative skills.**

The learner will:

### 3. Understand a range of childcare provision

The learner can:

**3.1 Identify and present information on a range of childcare provision such as nannies, childminders, nursery/playgroups, after school clubs.**

The learner will:

### 4. Understand the need for a safe environment.

The learner can:

**4.1 Identify a variety of safety products for children 0-3 years, and say how they contribute to developing a safe environment.**







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