



TQUK Level 1 Certificate in Developing Skills for Employability (RQF)

Qualification Specification

Qualification Number: 610/0101/4



Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England, CCEA Regulation in Northern Ireland and by Qualifications Wales.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation and/or Qualifications Wales. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our [website](#) for news of our new and coming soon developments.

Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can be found also be found on our [website](#).

If you have any further questions, please contact TQUK.

Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK must be made aware of relationships with re-sellers of TQUK Qualifications. TQUK must be made aware of any additional websites where the Centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre ceases to be / surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications from all websites and documents where they appear.

Introduction to the Qualification

The TQUK Level 1 Certificate in Developing Skills for Employability (RQF) is regulated by Ofqual.

Qualification Purpose

The purpose of the qualification is to introduce learners to a wide range of skills which will support them when seeking employment and once they are employed. A wide range of options are available so that the content can be tailored to the needs.

Entry Requirements

There are no specific entry requirements however learners should have a minimum of entry level three in literacy and numeracy or equivalent.

The recommended minimum age for this qualification is 14 years.

Progression

The qualification develops generic skills and knowledge which are applicable to all sectors and would support a wide range of apprenticeships.

Successful learners can progress to other qualifications such as:

- Level 1 Diploma in Developing Personal Skills for Employment
- Level 2 Certificate in Employability Skills
- Level 2 Certificate in Equality and Diversity
- Level 2 Award in Volunteering
- Level 2 Certificate in Information, Advice or Guidance
- Level 2 Diploma in Developing Personal Skills for Employment
- Level 2 Certificate Living in a Fair and Diverse Society
- Level 2 Award for Personal Licence Holders
- Level 2 Award in Customer Service
- Level 2 Certificate in Customer Service
- Level 2 Certificate in the Principles of Customer Service
- Level 2 Certificate in Retail Skills
- Level 2 Certificate in the Principles of Warehousing
- Level 2 Award in Food Safety in Catering
- Level 2 Award in Food Safety in Manufacturing

Structure

Learners must achieve 13 credits in total. A minimum of 8 credits must be achieved at Level 1, where a minimum of 6 credits must be taken from group A and the remaining credits from either A or B. The remaining 5 credits can be taken from any part of the qualification (group A, B and/or C).

Group A

Title	Unit ref.	Level	Guided learning hours	Credit value
Developing practical skills and techniques	L/650/0461	1	27	3
Investigating a vocational area	M/650/0462	1	18	2
Participating in a vocational taster	R/650/0463	1	18	2
Health and safety in a practical environment	T/650/0464	1	9	1
Participating in vocational tasters	Y/650/0465	1	54	6
Communicating in a practical environment	A/650/0466	1	27	3

Group B

Title	Unit ref.	Level	Guided learning hours	Credit value
Customer service skills	D/650/0467	1	27	3
Handling payment for goods and services	F/650/0468	1	18	2
Preparation for work experience	H/650/0469	1	9	1
Use of materials in a practical activity	L/650/0470	1	18	2
Use tools and equipment for a practical activity	M/650/0471	1	18	2

Group C

Title	Unit ref.	Level	Guided learning hours	Credit value
Developing customer service skills	R/650/0472	Entry 3	30	3
Introduction to handling payment for goods and services	T/650/0473	Entry 3	20	2

Barred Units

This unit		Is barred against this unit	
Developing customer service skills	R/650/0472	Customer service skills	D/650/0467
Introduction to handling payment for goods and services	T/650/0473	Handling payment for goods and services	F/650/0468
Participating in a vocational taster	R/650/0463	Participating in vocational tasters	Y/650/0465

Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 119 hours

Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 11 hours over the cycle of the programme.

Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 130 hours.

Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence.

All learning outcomes which require demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'be able to'). Portfolio evidence must include observation of learner performance in real work situations. Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have their own assessment requirements, assessment guidance and range.

- **Assessment requirements** are conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criteria.
- **Assessment guidance** are areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria, but are not mandatory.
- **Range** sets out the scope of what should be taught and may be assessed as part of a particular assessment criteria.

Centre Recognition

To offer any TQUK qualification a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification, and access to appropriate support in the form of specialist resources.

Qualification approval must be confirmed prior to any assessment of learners taking place.

Centre Devised Assessment (CDA) guidance

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

Within this qualification all assessment criteria must be assessed and passed. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows TQUK to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have undertaken their assessments.

We will work with you to develop your CDA, we encourage centres to talk to us about their CDAs as early on in the process as possible.

Further help and assistance can be sought from our Training Qualifications UK who can be contacted on 03333 58 3344.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills and any additional specific support requirement the learner may need.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

Learner Registration

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

All staff members involved with the qualification (assessing or IQA) will also need to be 'occupationally competent in the subject area being delivered'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical activities and remote reviews.

Useful Websites

[Office of Qualifications and Examinations Regulation](#)

[Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

[Education & Skills Funding Agency for public funding information for 14+ learners in England](#)

[Learning Aim Reference Service \(LARS\)](#)

Title:		Developing practical skills and techniques	
Unit reference number:		L/650/0461	
Level:		1	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to use practical skills and techniques for a chosen activity.	1.1	Outline the skills and techniques required in a chosen activity.
		1.2	Demonstrate use of outlined skills and techniques to undertake a chosen activity.
2.	Understand how to plan and execute an activity.	2.1	Produce an activity plan showing each stage of development for practical skills and techniques.
		2.2	Identify materials and equipment needed for each stage of development for practical skills and techniques.
		2.3	State any problems encountered at each stage of development for practical skills and techniques.
3.	Understand the health and safety requirements to undertake chosen craft.	3.1	Outline safe working practices.
		3.2	Identify risks and hazards in relation to working practices.
		3.3	Demonstrate the ability to adhere to safe working practices.
4.	Understand how to review own development.	4.1	Outline practical skills and techniques learnt.
		4.2	Identify areas for improvement.
Assessment requirements: This unit can be simulated.			

Title:		Investigating a vocational area	
Unit reference number:		M/650/0462	
Level:		1	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to research a vocational area.	1.1	Outline own reasons for interest in a specific vocational area.
		1.2	Identify sources of information to research a vocational area.
		1.3	Outline own research for a vocational area.
		1.4	Identify job roles associated with a vocational area.
		1.5	Identify the skills, knowledge and behaviours required to perform one of the job roles identified.
2.	Understand how to develop the skills and knowledge for a chosen job role.	2.1	Identify own current skills, knowledge and behaviours relevant to the chosen job role.
		2.2	Identify areas for own development.
		2.3	Outline an action plan for developing skills and knowledge for a chosen job role.

Title:		Participating in a vocational taster	
Unit reference number:		R/650/0463	
Level:		1	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand different job roles within a vocational area.	1.1	Identify job roles within a vocational area.
		1.2	Identify the skills, knowledge and behaviours required to perform a job role within a vocational area.
2.	Be able to use relevant skills, knowledge and personal qualities in a vocational context.	2.1	Demonstrate completion of tasks as directed in a vocational context using relevant skills and knowledge.
		2.2	Identify the ways in which own behaviours have been applied in a vocational context
3.	Understand the health and safety requirements relevant to the vocational context.	3.1	Outline the health and safety issues relevant to the vocational context.
		3.2	Identify the risks associated with own role.
		3.3	Demonstrate safe working procedures to minimise risks identified.
4.	Know how to reflect on suitability for a job role in a chosen vocational context.	4.1	Identify own strengths and areas for development.
		4.2	Outline the positive and negative aspects of the vocational experience.
Assessment requirements: This unit should be assessed in a real work environment.			

Title:		Health and safety in a practical environment	
Unit reference number:		T/650/0464	
Level:		1	
Credit value:		1	
Guided learning hours:		9	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand relevant health and safety requirements, procedures and equipment.	1.1	State the purpose of relevant Health and Safety legislation.
		1.2	State the correct procedures for reporting accidents and potential hazards.
		1.3	State the correct response to emergency situations.
		1.4	State the location and purpose of emergency equipment.
2.	Know how to recognise and manage risk by following safe working practices.	2.1	Identify potential risks in the workplace.
		2.2	State the purpose of safety equipment and clothing to minimise risk in the workplace.
		2.3	Demonstrate completion of work tasks in line with relevant health and safety procedures.
<p>Assessment requirements:</p> <p>This unit should be assessed in a real work environment.</p> <p>Assessment guidance:</p> <p>AC 1.1 - State the purpose of relevant, current Health and Safety requirements</p> <p>Examples of relevant health and safety requirements can include:</p> <ul style="list-style-type: none"> • Health and Safety at Work Act; and • Control of Substances Hazardous to Health Regulations. <p>AC 1.4 - State the location and purpose of emergency equipment.</p> <p>Examples of emergency equipment for which location can be stated include:</p> <ul style="list-style-type: none"> • fire alarm; • emergency alarm; and • first aid box. <p>AC 2.3 - Demonstrate completion of work tasks in line with relevant health and safety procedures.</p>			

Learners can demonstrate adherence to relevant health and safety procedures by:

- selecting appropriate equipment;
- using appropriate equipment;
- using appropriate PPE; and
- using correct manual handling techniques.



Title:		Participating in vocational tasters	
Unit reference number:		Y/650/0465	
Level:		1	
Credit value:		6	
Guided learning hours:		54	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand job roles in different vocational areas.	1.1	Identify job roles in different vocational areas.
		1.2	Identify the skills, knowledge and behaviours required to perform job roles in different vocational areas.
2.	Know how to use relevant skills, knowledge and personal qualities in different vocational contexts.	2.1	Demonstrate completion of tasks as directed in different vocational contexts.
		2.2	Identify the ways in which own behaviours have been applied in different vocational contexts.
3.	Understand health and safety requirements relevant to the vocational contexts.	3.1	Outline the health and safety issues relevant to different vocational contexts.
		3.2	Identify the risks associated with own role in different vocational contexts.
		3.3	Demonstrate ability to follow safe working procedures to minimise risks in different vocational contexts.
4.	Know how to reflect on suitability for a job role in chosen vocational contexts.	4.1	Identify own strengths and areas for development in each job role.
		4.2	Outline the positive and negative aspects of each job role.
		4.3	Identify a preferred job role.
<p>Assessment requirements:</p> <p>This unit should be assessed in a real work environment.</p> <p>AC 1.1</p> <p>Learners should identify a minimum of two job roles in three different vocational areas.</p>			

AC 1.2

Learners should identify skills, knowledge and behaviours for a minimum of **one** job role in **three** different vocational areas.

AC 2.1

Learners should demonstrate the completion of in relation to a minimum of **one** job role in **three** different vocational areas.

AC 3.1

Learners should outline health and safety issues for a minimum of **three** vocational contexts.



Title:		Communicating in a practical environment	
Unit reference number:		A/650/0466	
Level:		1	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the lines of communication within a practical environment or organisation.	1.1	Outline the structure of the workplace.
		1.2	Outline ways in which people give and receive information in the workplace.
2.	Understand the need to communicate effectively with team members.	2.1	Identify own role in the workplace.
		2.2	Outline the importance of communication with team members in the workplace.
3.	Understand how to define tasks for interpretation for others.	3.1	Identify tasks which require communication with team members in the workplace.
		3.2	Outline ways to update team members on progress with tasks in the workplace.
4.	Understand how conflict is dealt with within a practical environment or organisation.	4.1	Identify ways to manage difficult situations in the workplace.
		4.2	Outline ways to improve communication in the workplace.
5.	Know about correct health and safety procedures.	5.1	Identify relevant health and safety procedures.
		5.2	Demonstrate completion of work tasks in line with relevant health and safety procedures.
<p>Assessment requirements:</p> <p>This unit should be assessed in a real work environment.</p> <p>AC 1.2 Learners should outline a minimum of three ways to give and receive information.</p> <p>AC 3.1 Learners should identify a minimum of three tasks that require team communication in the workplace.</p>			

AC 3.2

Learners should outline a minimum of **three** ways to update team members on progress with tasks in the workplace

AC 4.1

Learners should identify a minimum of **three** ways manage difficult situations in the workplace.

AC 4.2

Learners should outline a minimum of **three** ways to improve communication in the workplace.



Title:		Customer service skills	
Unit reference number:		D/650/0467	
Level:		1	
Credit value:		3	
Guided learning hours:		27	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the principles of customer service.	1.1	Outline the principles of customer service.
2.	Understand the benefits to an organisation of good customer service.	2.1	Identify examples of good practice in customer service.
		2.2	Outline how good customer service promotes customers' confidence in the organisation.
		2.3	Outline why good customer service is important for an organisation.
3.	Understand the possible consequences of poor customer service.	3.1	Outline how poor customer service can impact on: <ul style="list-style-type: none"> • customers; • the organisation; and • staff.
		3.2	Outline the effects of poor customer service on an organisation's reputation.
4.	Understand the value of first impressions.	4.1	Outline why it is important to make a good first impression.
		4.2	Outline ways of creating a positive first impression when communicating: <ul style="list-style-type: none"> • face to face; • using technology; and • in writing.
5.	Understand positive verbal and non-verbal interaction with customers.	5.1	Outline what is meant by non-verbal communication.
		5.2	Identify appropriate ways of communicating verbally with customers.
		5.3	Identify inappropriate ways of communicating verbally with customers.

		5.4	Outline ways in which non-verbal communication can be used positively to support face-to-face communication.
6.	Understand the importance of respect for the individual concerning good customer service.	6.1	Outline the importance of maintaining customer confidentiality.
		6.2	Outline the factors that need to be taken into account to maintain customer confidentiality.
		6.3	Outline ways of respecting individual customer needs from a range of different cultures and backgrounds.



Title:		Handling payment for goods and services	
Unit reference number:		F/650/0468	
Level:		1	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand financial terms concerning the handling of money.	1.1	State the meaning of financial terms in relation to handling money.
2.	Understand different methods of payment.	2.1	Identify different methods of payment
3.	Be able to record prices of goods and services and obtain total costs.	3.1	Demonstrate how to record and total prices of goods and services
		3.2	Demonstrate how to issue receipts for goods and services.
4.	Be able to handle cash given in exchange for goods and services.	4.1	Demonstrate how to receive cash payment for goods and services.
		4.2	Demonstrate the ability to give change for goods and services.
5.	Be able to handle non-cash payments given in exchange for goods and services.	5.1	Outline how to process non-cash payments for goods and services.
<p>Assessment requirement:</p> <p>This unit can be simulated.</p> <p>Assessment guidance:</p> <p>AC 1.1 - State the meaning of financial terms in relation to handling money.</p> <p>Examples of financial terms that can be outlined include:</p> <ul style="list-style-type: none"> • discount; • sales reports; • point of sale; and • receipt; 			

- refund; and
- credit.

AC 5.1 - Outline how to process non-cash payments for goods and services.

Examples of non-cash payments that can be outlined include:

- credit card;
- debit card;
- cheque; and
- online payment.



Title:		Preparation for work experience	
Unit reference number:		H/650/0469	
Level:		1	
Credit value:		1	
Guided learning hours:		9	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the structure and purpose of the organisation.	1.1	Outline the structure of the organisation.
		1.2	State the main purpose and activities within the organisation.
2.	Understand own position within the organisation.	2.1	Outline own role and tasks.
		2.2	Identify individuals who can be contacted in the event of difficulties or concerns.
3.	Understand health and safety requirements of the work experience.	3.1	Identify the health and safety requirements relating to the work experience.
4.	Understand employer or trainer expectations.	4.1	Outline travel plans to ensure effective timekeeping.
		4.2	Identify policy and procedures relating to the work experience.
<p>Assessment guidance:</p> <p>AC 4.2 - Identify policy and procedure issues relating to the work experience.</p> <p>Policy and procedures can be identified in relation to:</p> <ul style="list-style-type: none"> • dress code; • lunch arrangements; • initial contact; • working hours; and • use of technology e.g. phones, internet. 			

Title:		Use of materials in a practical activity	
Unit reference number:		L/650/0470	
Level:		1	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to select appropriate materials or products for a vocationally-related activity.	1.1	Identify materials or products to produce an artefact or complete an activity.
		1.2	State how different materials or products can be used for a vocationally-related activity.
		1.3	Identify safety hazards associated with different materials or products for a vocationally-related activity.
		1.4	Identify precautions that should be taken when using different materials or products for a vocationally-related activity.
2.	Be able to evaluate the result of the activity.	2.1	Review the artefact produced or result of the activity and how it might be improved.

Title:		Use tools and equipment for a practical activity	
Unit reference number:		M/650/0471	
Level:		1	
Credit value:		2	
Guided learning hours:		18	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Know how to use tools and equipment for an agreed activity.	1.1	State the purpose of tools and equipment suitable for an agreed activity.
		1.2	State the safety precautions associated with the tools and equipment used for an agreed activity.
		1.3	Demonstrate use of safety precautions associated with the tools and equipment used for an agreed activity.
		1.4	Demonstrate the use of appropriate tools and equipment to produce an agreed artefact or complete an agreed task.
2.	Know how to care for, maintain and store a range of tools and equipment.	2.1	Outline the care and maintenance needed for the tools used in producing the agreed artefact or completing the agreed task.
		2.2	State the safety precautions relevant to the care and maintenance of the tools used in producing the agreed artefact or completing the agreed task.
		2.3	Demonstrate use of safety precautions relevant to the care and maintenance of the tools used in producing the agreed artefact or completing the agreed task.
		2.4	Demonstrate care and maintenance of the tools and equipment used in producing the agreed artefact or completing the agreed task.
		2.5	Demonstrate how to safely store tools and equipment used in producing the agreed artefact or completing the agreed task.
		2.6	Demonstrate how to maintain a clean work area.

Assessment requirements:

This unit can be simulated.



Title:		Developing customer service skills	
Unit reference number:		R/650/0472	
Level:		Entry 3	
Credit value:		3	
Guided learning hours:		30	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the benefits to an organisation of good customer service.	1.1	List examples of good practice in customer service.
		1.2	State reasons why good customer service is important for an organisation.
2.	Understand the possible consequences of poor customer service.	2.1	State how poor customer service can impact on: <ul style="list-style-type: none"> • customers; • the organisation; and • staff.
3.	Understand the value of first impressions.	3.1	State reasons why it is important to make a good first impression.
		3.2	State ways of creating a positive first impression when communicating: <ul style="list-style-type: none"> • face to face; • using technology; and • in writing.
4.	Understand positive verbal and non-verbal interaction with customers.	4.1	State an example of non-verbal communication.
		4.2	State appropriate ways of communicating verbally with customers.
		4.3	State inappropriate ways of communicating verbally with customers.
		4.4	State ways in which non-verbal communication can be used positively to support face-to-face communication.
5.	Understand the importance of respect for the individual concerning good customer service.	5.1	State a reason for maintaining customer confidentiality.
		5.2	State a way to maintain customer confidentiality.

Assessment requirements

AC 1.1

Learners should list a minimum of **three** examples of good practice in customer service.

AC 1.2

Learners should state a minimum of **three** reasons as to why good customer service is important for an organisation.

AC 3.1

Learners should state a minimum of **two** reasons as to why it is important to make a good first impression.



Title:		Introduction to handling payment for goods and services	
Unit reference number:		T/650/0473	
Level:		Entry 3	
Credit value:		2	
Guided learning hours:		20	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand financial terms concerning the handling of money.	1.1	State the meaning of financial terms in relation to handling money.
2.	Understand that there are different methods of payment.	2.1	Identify different methods of payment.
3.	Know how to record prices of goods and services and obtain total costs.	3.1	Demonstrate participation in recording and totalling prices of goods and services.
		3.2	Demonstrate how to issue receipts for goods and services.
4.	Know how to handle cash given in exchange for goods or services.	4.1	Demonstrate how to receive cash payment for goods and services.
		4.2	Demonstrate participation in giving change for goods and services.
5.	Know how to handle non-cash payments given in exchange for goods or services.	5.1	Identify non-cash payments offered for goods or services.
		5.2	Demonstrate participation in processing non-cash payments for goods or services.
<p>Assessment requirement:</p> <p>This unit can be simulated.</p> <p>Assessment guidance:</p> <p>AC 1.1 - State the meaning of financial terms in relation to handling money.</p> <p>Examples of financial terms that can be outlined include:</p> <ul style="list-style-type: none"> • discount; • point of sale; 			

- receipt;
- refund; and
- credit.

AC 5.1 - Outline how to process non-cash payments for goods and services.

Examples of non-cash payments that can be outlined include:

- credit card;
- debit card;
- cheque; and
- online payment.

