

Level 1 Certificate in Skills for Employment

Pupils have to demonstrate competence against the assessment criteria from their day to day work and the teacher assessor has to verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualifications framework level.

Total Credits required to achieve the qualification - 16

Level 1

Level 1, Unit 2 - Effective Communication in the Workplace (3 credits)

1. Know the importance of effective communication in the workplace

[1.1 I can describe key benefits of effective communication to the individual and to the organisation](#) [1]

2. Know that different types of communication are used in different workplace situations

[2.1 I can Describe some commonly-used types of workplace communication, oral and written](#) [2]

[2.2 I can Identify some of the factors that influence the type of communication used \(e.g. the level of formality needed\)](#) [5]

3. Use appropriate forms of written communication

[3.1 I can Produce appropriately presented written documents in formats to meet different purposes and for different audiences](#) [3]

4. Use appropriate forms of oral communication

[4.1 I can use appropriate forms of oral communication for different purposes, including: contributing to workplace discussion with colleagues; interacting with customers](#) [4]

Level 1, Unit 8 - Working in a Team (3 credits)

1. Know that effective teamwork requires team members to behave in certain ways

[1.1 I Can outline positive behaviours necessary for teamwork](#) [7]

2. Know how to contribute to a team task

[2.1 I can outline own strengths, skills and experiences that might be relevant to team task](#) [8]

[2.2 I can identify team skills needed to complete team task](#) [12]

[2.3 I can outline how own strengths and skills could match the needs of the team task](#) [16]

3. Know the roles and responsibilities of team members (including their own) in relation to a given task

[3.1 I can identify what the task is about and what the team is working to achieve](#) [9]

[3.2 I can identify own role and responsibilities and those of others in the team](#) [13]

[3.3 I can outline how own role contributes to the work of the team as a whole](#) [17]

4. Be able to work positively as a member of a team

[4.1 I can give examples of listening to the ideas and suggestions of others](#) [10]

[4.2 I can give ideas and suggestions as to how the team might complete their task](#) [14]

[4.3 I can give examples of offering help or support to other team members](#) [18]

[4.4 I can give examples of accepting the help or advice of others](#) [19]

[4.5 I can complete the aspects of the allocated task, in line with the brief](#) [20]

5. Be able to review own performance as a member of a team

[5.1 I can identify which positive teamworking behaviours were demonstrated by self in undertaking the task](#) [11]

[5.2 I can identify own teamworking skills that could be improved](#) [15]

Level 1, Unit 9 - Contribute to Effective Customer Care (1 credit)

1. Know about the principles of good customer service

[1.1 I can state why good customer service is important](#) [22]

[1.2 I can identify different situations where dealing with customers is required](#) [25]

[1.3 I can state what to do when a customer requires help beyond the limits of own responsibility](#) [28]

2. Be able to give good customers service

[2.1 I can speak to customers](#) [23]

[2.2 I can listen to customers](#) [26]

[2.3 I can help customers within the scope of the job role](#) [29]

[2.4 I can find the appropriate persons if unable to deal with a customer request](#) [31]

3. Know about the importance of keeping to organisational policies

[3.1 I can outline own organisation's customer care standards](#) [24]

[3.2 I can state the importance of maintaining customer confidentiality](#) [27]

[3.3 I can state what to do if a customer complains](#) [30]

Level 1, Unit 10 - Building Working Relationships with Customers (2 credits)

1. Know that the way of presenting self makes an impression on a customer or client

[1.1 I can identify positive ways of presenting self to customers or clients, including appearance, manner and language](#) [33]

2. Know that organisations normally have protocols for dealing with customers or clients

[2.1 I can outline the basic rules in an organisation for dealing with customers or clients](#) [34]

3. Be able to interact positively with customers or clients in line with given protocols

[3.1 I can follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer](#)

[requests](#) [35]

[1.2 I can outline effects of presenting self positively on a customer or client](#) [36]

[3.2 I can demonstrate polite behaviour towards customers](#) [37]

[1.3 I can outline effects of presenting self negatively on a customer or client](#) [38]

[3.3 I can identify situations when it is necessary to refer the customer to another colleague or department](#) [39]

Level 1, Unit 12 - Running an Enterprise Activity (1 credit)

1. Know how to increase the likelihood of success in an enterprise activity

[1.1 I can identify features which would lead to the effective delivery of a chosen enterprise activity](#) [41]

2. Be able to complete an enterprise activity

[2.1 I can prepare the product or service for the enterprise activity incorporating required features](#) [42]

[2.2 I can Create appropriate advertising for the product or service](#) [44]

[2.3 I can set an appropriate price for the product or service offered](#) [46]

[2.4 I can demonstrate appropriate sales and communication skills](#) [47]

3. Be able to review the success of the enterprise activity

[3.1 I can produce records to show the successes and failures of the enterprise activity](#) [43]

[3.2 I can state what would be done differently should there be another enterprise activity](#) [45]

Level 1, Unit 13 - Planning an Enterprise Activity (1 credit)

1. Know how to select a suitable enterprise activity

[1.1 I can identify strengths of ideas generated for an enterprise activity](#) [49]

[1.2 I can identify weaknesses of ideas generated for an enterprise activity](#) [53]

2. Know appropriate roles and skills required for the enterprise activity

[2.1 I can identify roles required for the enterprise activity](#) [50]

[2.2 I can identify the practical and personal skills required for the enterprise activity](#) [54]

3. Know the costs involved in producing and selling a product or service

[3.1 I can identify the cost of items and processes related to producing and selling the product or service](#) [51]

[3.2 I can identify the final pricing of the product or service using basic calculations](#) [55]

4. Be able to use an appropriate promotional technique

[4.1 I can use an appropriate method to promote a product or service](#) [52]

Level 1, Unit 17 - Applying for a Job (1 credit)

1. Understand different methods of applying for jobs.

[1.1 I can outline different methods of applying for a job.](#) [57]

[1.2 I can explain why different methods of applying for a job are used.](#) [59]

2. Be able to complete a job application.

[2.1 I can present relevant information collected for a job application.](#) [58]

[2.2 I can complete a job application form accurately.](#) [60]

[2.3 I can complete a CV for a job application in a given format](#) [61]

[2.4 I can present an appropriate covering letter for a job application.](#) [62]

Level 1, Unit 19 - Using Numeracy Skills in the Workplace (3 credits)

1. Be able to

2. Be able to

3. Be able to

4. Be able to

recognise when to use numeracy skills in the workplace

[1.1 I can describe different workplace situations where numeracy skills are needed](#) [64]

select appropriate numeracy skills in a work context

[2.1 I can select the appropriate numeracy skills needed to carry out straightforward workplace tasks](#) [65]

apply appropriate numeracy skills in a work context

[3.1 I can identify and obtain information needed in order to apply numeracy skills in work situations](#) [66]

[3.2 I can apply appropriate numeracy skills to straightforward workplace tasks or situations in an organised way](#) [68]

[3.3 I can use appropriate checking procedures at each stage](#) [70]

interpret and communicate results in situations where they have applied numerical skills in a work context

[4.1 I can interpret findings in order to present appropriate solutions to different straightforward workplace problems](#) [67]

[4.2 I can explain simple conclusions to others](#) [69]

Level 1, Unit 20 - Participate in an enterprise activity (3 credits)

1. Be able to plan an enterprise activity

[1.1 I can agree an enterprise activity and describe its intended outcome](#) [72]

2. Be able to meet own responsibilities for an enterprise activity

[2.1 I can identify and organise resources needed](#) [73]

3. Be able to review the enterprise activity

[3.1 I can share information on the extent to which the intended outcome was achieved](#) [74]

4. Be able to review own contribution to the enterprise activity

[4.1 I can identify own contribution towards achieving the intended outcome of the enterprise activity](#)

[75]

[1.2 I can describe what needs to be done and identify timescales](#) [76]

[2.2 I can carry out own tasks to the quality required](#) [77]

[3.2 I can identify what the team did well and less well in carrying out the enterprise activity](#) [78]

[4.2 I can list own enterprise skills, attitudes and qualities used in carrying out the activity](#) [79]

[1.3 I can agree roles and responsibilities of team members](#) [80]

[2.3 I can keep team members informed of progress](#) [81]

[4.3 I can agree next steps for continuing to improve enterprise skills](#) [82]

[1.4 I can agree arrangements for reviewing progress](#) [83]

[2.4 I can respond to difficulties in an appropriate way](#) [84]

Level 1, Unit 24 - Food Safety and Storage (2 credits)

1. Know the importance of handling food safely

2. Know about the importance of personal hygiene when handling food

3. Know about the importance of cleaning a food work area

4. Know the importance of keeping food products safely

5. Be able to handle food safely

[1.1 I can describe why it is important to maintain good practice when handling food](#) [86]

[2.1 I can identify ways to maintain personal hygiene in the food work area](#) [87]

[3.1 I can state why cleaning is important in keeping food safe](#) [88]

[4.1 I can outline how to store different types of food correctly](#) [89]

[5.1 I can handle food safely following correct procedures](#) [90]

[1.2 I can identify hazards related to food safety](#) [91]

[2.2 I can identify how and when to wash hands](#) [92]

[3.2 I can outline ways of keeping the food work area clean](#) [93]

[4.2 I can state why it is important to follow food storage instructions](#) [94]

[1.3 I can describe appropriate](#)

[2.3 I can outline potential](#)

[3.3 I can safely use appropriate](#)

[4.3 I can identify ways in which food](#)

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[actions for dealing with hazards](#) [95]

[problems resulting from not maintaining personal hygiene in the food work area](#) [96]

[cleaning materials in a food work area](#) [97]

[should be handled to avoid contamination](#) [98]

[1.4 I can identify why it is important to store and dispose of waste safely](#) [99]

[4.4 I can identify ways in which food should be stored to avoid contamination](#) [100]

[1.5 I can identify how to dispose of food safely](#) [101]

Level 1, Unit 25 - Food Service (3 credits)

1. Know different types of food service

[1.1 I can describe different types of food service](#) [103]

2. Be able to work in a food service area according to instructions

[2.1 I can set up the food service area](#) [104]

[2.2 I can serve hot/cold food in a safe and hygienic manner](#) [105]

[2.3 I can state health and safety and hygiene requirements when serving food](#) [106]

[2.4 I can close down the food service area](#) [107]

Level 1, Unit 26 - Health and Safety Awareness in Team Leading (3 credits)

1. Know about

2. Know the risks

3. Understand the

health and safety in the workplace

[1.1 I can outline health and safety policies in the work place](#) [109]

[1.2 I can describe the impact of health and safety legislation on working conditions](#) [112]

and hazards in the work place

[2.1 I can identify hazards in the workplace](#) [110]

[2.2 I can identify risks in the workplace in given situations](#) [113]

[2.3 I can describe risk assessment procedures](#) [115]

health and safety responsibilities of a team leader

[3.1 I can describe the health and safety responsibilities of a team leader](#) [111]

[3.2 I can explain the need for risk assessment](#) [114]

Level 1, Unit 27 - Drugs Education (2 credits)

1. Understand information relating to recommended alcohol intake limits

[1.1 I can indicate what is meant by "percentage by volume" of an alcoholic drink](#) [117]

2. Understand problems associated with alcohol abuse

[2.1 I can identify two specific health risks associated with alcohol abuse](#) [118]

3. Understand problems associated with tobacco use

[3.1 I can name three main harmful substances in tobacco and describe the effect](#)

4. Know the dangers of the misuse of legal drugs

[4.1 I can identify two dangers of the misuse of legal drugs, e.g. valium, steroids](#)

5. Know about the classification system for illegal drugs and how different drugs are classified

[5.1 I can classify five illegal drugs into classes A, B and C](#) [121]

6. Know health risks associated with the use of illegal drugs

[6.1 I can identify three health risks associated with the use of illegal drugs](#) [122]

7. Know how the law is applied in respect of the possession and supply of illegal drugs

[7.1 I can describe the possible penalties associated with the possession and supply of illegal](#)

[of each on the human body](#) [120]
[119]

[drugs from each class \(A, B and C\)](#) [123]

[1.2 I can describe, using examples, the link between percentage by volume and units of alcohol](#) [124]

[2.2 I can describe two social problems associated with alcohol abuse](#) [125]

[3.2 I can outline three social issues associated with tobacco use, including passive smoking](#) [126]

[1.3 I can describe current government guidance for men and women on recommended limits of alcohol consumption](#) [127]

Level 1, Unit 29 - Working in an office setting (4 credits)

1. Understand how to work as part of an office team

[1.1 I can list 4 key roles within an office](#) [129]

[1.2 I can outline](#)

2. Work as part of an office team

[2.1 I can demonstrate effective team working and explain own contribution to effectiveness of the team](#) [130]

[2.2 I can show how](#)

3. Know how to organise own work

[3.1 I can explain why it is important to be organised in own work role](#) [131]

[3.2 I can outline](#)

4. Organise own work

[4.1 I can show how to be organised in own work role](#) [132]

[4.2 I can](#)

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[what is meant by a team](#) [133]

[help has been given to another member of the team](#) [134]

[how to understand instructions](#) [135]

[demonstrate how to understand instructions](#) [136]

[1.3 I can list members of own team and state their roles](#) [137]

[2.3 I can demonstrate how a problem with working relationships can be solved](#) [138]

[3.3 I can state why it is important to use time effectively](#) [139]

[4.3 I can demonstrate how to use time effectively](#) [140]

[1.4 I can state what is meant by a good working relationship](#) [141]

[2.4 I can show how feedback has been received and used to improve the standard of work](#) [142]

[3.4 I can identify necessary resources](#) [143]

[4.4 I can show how to acquire the resources needed](#) [144]

[1.5 I can explain how good working relationships with other team members can be maintained](#) [145]

[3.5 I can state why it is important to keep the work area tidy and minimise waste](#) [146]

[4.5 I can keep the work area tidy](#) [147]

[1.6 I can state how help can be given to other members of the team](#) [148]

[4.6 I can show how to minimise waste in the office](#) [149]

[1.7 I can outline 2 problems with working relationships and how these can be solved](#) [150]

[4.7 I can show how to minimise waste in the office](#) [151]

[1.8 I can explain how feedback can be received and used to improve the standard of work](#) [152]

Level 1, Unit 33 - Supporting others in the community (3 credits)

1. Identify others

2. Know how to support

3. Understand why

4. Be aware of relevant

5. Be able to support

6. Review the effect

who need support in the community	others	support cannot be offered	health and safety issues	others in his/her community	tiveness of the support given
1.1 I can identify the individual/people who need support in different ways [154]	2.1 I can identify the individual/people to be supported [155]	3.1 I can state what help or support cannot be offered [156]	4.1 I can list relevant health and safety issues [157]	5.1 I can support the individual/people [158]	6.1 I can identify what went well [159]
1.2 I can outline their support needs [160]	2.2 I can state the ways the individual/people will be supported [161]	3.2 I can outline why this support cannot be offered [162]	4.2 I can give examples of working safely [163]		6.2 I can identify what did not go well [164]
					6.3 I can identify changes that could be made [165]

Level 1, Unit 37 - Investigating Rights and Responsibilities at Work (1 credit)

1. Know employee 'rights' and 'responsibilities' in a place of work	2. Know how the rights of individuals are supported in a place of work	3. Know the responsibilities of employers in a place of work
1.1 I can outline employee 'rights' at work [167]	2.1 I can describe the factors that may affect the rights of individuals at work [168]	3.1 I can identify employer responsibilities at work, in regard to: fulfilling a contract: health and safety: equal opportunities and prevention of discrimination [169]
1.2 I can outline employee 'responsibilities' at work [170]	2.2 I can describe how to respect the rights of individuals at work [171]	

[2.3 I can identify laws that can protect the rights of employees at work](#) [172]

Level 1, Unit 51 - Managing Your Own Money (2 credits)

1. Be able to compare personal income with expenditure

[1.1 Identify different sources of income](#) [174]

[1.2 Identify regular weekly expenditure](#) [177]

[1.3 Use calculations to compare weekly income with expenditure](#) [180]

2. Know how to save money

[2.1 Outline ways to make savings in weekly expenditure](#) [175]

[2.2 Outline features of different types of savings accounts](#) [178]

[2.3 Identify a savings account to match own needs](#) [181]

3. Understand borrowing money

[3.1 Identify reasons why borrowing money could be necessary](#) [176]

[3.2 Explain factors to take into account before borrowing money](#) [179]

[3.3 Outline the features of different ways to borrow money](#) [182]

Level 1, Unit 1 - Improving Productivity Using IT (3 credits)

1. Plan the use of appropriate IT systems and software to meet requirements

[1.1 Identify the purpose for using IT](#) [184]

[1.2 Identify the methods, skills and resources required to complete the task successfully](#) [187]

2. Use IT systems and software efficiently to complete planned tasks

[2.1 Identify automated routines to improve productivity](#) [185]

[2.2 Use automated routines that aid efficient processing or presentation](#) [188]

3. Review the selection and use of IT tools to make sure that work activities are successful

[3.1 Review outcomes to make sure they meet the requirements of the task and are fit for purpose](#) [186]

[3.2 Decide whether the IT tools selected were appropriate for the task and purpose](#) [189]

[1.3 Plan how to carry out the task using IT to achieve the required purpose and outcome](#) [190]

[1.4 Identify reasons for choosing particular IT systems and software applications for the task](#) [193]

[1.5 Select IT systems and software applications as appropriate for the purpose](#) [195]

[1.6 Identify any legal or local guidelines or constraints that may affect the task or activity](#) [196]

[2.3 Complete planned tasks using IT](#) [191]

[3.3 Identify the strengths and weaknesses of the completed task](#) [192]

[3.4 Identify ways to make further improvements to work](#) [194]

Level 1, Unit 7 - Developing team and interpersonal skills (2 credits)

1. Understand the role and responsibilities associated with working in a team

[1.1 Give examples of teams that operate in a named setting](#) [198]

[1.2 Identify own responsibilities within a team](#) [201]

[1.3 Identify appropriate tasks that can be undertaken by self within the team](#) [204]

[1.4 State how own responsibilities and way of working relate to those of other team members and team leader](#) [207]

2. Be able to recognise interpersonal skills

[2.1 Give examples of when own good interpersonal skills have been used](#) [199]

[2.2 Give examples of when poor interpersonal skills have been experienced](#) [202]

[2.3 Identify how to overcome communication problems within a group/team](#) [205]

3. Be able to participate effectively in meetings

[3.1 Identify different types of meeting](#) [200]

[3.2 State the importance of an agenda](#) [203]

[3.3 Participate in a meeting appropriately including listening to others and making contributions](#) [206]

[3.4 Identify any action points for self from the meeting](#) [208]

[3.5 Give three examples of appropriate meeting etiquette](#) [209]

Level 1, Unit 6 - Work in a Team (3 credits)

1. Be able to work as a member of a team

[1.1 Identify own team's goals](#) [211]

[1.2 Identify own tasks to be carried out to achieve the team's goals](#) [214]

[1.3 Identify members of the team they will work with to achieve the team's goals](#) [217]

[1.4 Carry out own tasks to achieve team's goals](#) [218]

2. Know how to resolve disagreements within a team

[2.1 Resolve disagreements in a way that minimises disruption to own team](#) [212]

[2.2 Report to the relevant persons any disagreements that cannot be resolved](#) [215]

3. Be able to help others

[3.1 Help members of staff](#) [213]

[3.2 Help with routine requests](#) [216]

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[83] <https://theingots.org/community/eml1u20x#1.4>
[84] <https://theingots.org/community/eml1u20x#2.4>
[85] <https://theingots.org/community/eml1u20i>
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[101] <https://theingots.org/community/eml1u24x#1.5>
[102] <https://theingots.org/community/eml1u24i>
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[104] <https://theingots.org/community/eml1u25x#2.1>
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[128] <https://theingots.org/community/eml1u27i>
[129] <https://theingots.org/community/eml1u29x#1.1>
[130] <https://theingots.org/community/eml1u29x#2.1>

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[133] <https://theingots.org/community/eml1u29x#1.2>
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[165] <https://theingots.org/community/eml1u33x#6.3>
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