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   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	**2. Know that different types of communication are used in different workplace situations**	**3. Use appropriate forms of written communication**	**4. Use appropriate forms of oral communication**
1.1 I can describe key benefits of effective communication to the individual and to the organisation [1]	2.1 I can Describe some commonly-used types of workplace communication, oral and written [2]	3.1 I can Produce appropriately presented written documents in formats to meet different purposes and for different audiences [3]	4.1 I can use appropriate forms of oral communication for different purposes, including: contributing to workplace discussion with colleagues: interacting with customers [4]
	2.2 I can Identify some of the factors that influence the type of communication used (e.g. the level of formality needed) [5]		

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

1. Know that effective teamwork requires team members to behave in certain ways	2. Know how to contribute to a team task	3. Know the roles and responsibilities of team members (including their own) in relation to a given task	4. Be able to work positively as a member of a team	5. Be able to review own performance as a member of a team
1.1 I Can outline positive behaviours necessary for teamwork [7]	2.1 I can outline own strengths, skills and experiences that might be relevant to team task [8]	3.1 I can identify what the task is about and what the team is working to achieve [9]	4.1 I can give examples of listening to the ideas and suggestions of others [10]	5.1 I can identify which positive teamworking behaviours were demonstrated by self in undertaking the task [11]
	2.2 I can identify team skills needed to complete team task [12]	3.2 I can identify own role and responsibilities and those of others in the team [13]	4.2 I can give ideas and suggestions as to how the team might complete their task [14]	5.2 I can identify own teamworking skills that could be improved [15]
	2.3 I can outline how own strengths and skills could match the needs of the team task [16]	3.3 I can outline how own role contributes to the work of the team as a whole [17]	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]	

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

1. Know about the principles of good customer service	2. Be able to give good customers service	3. Know about the importance of keeping to organisational policies
1.1 I can state why good customer service is important [22]	2.1 I can speak to customers [23]	3.1 I can outline own organisation's customer care standards [24]
1.2 I can identify different situations where dealing with customers is required [25]	2.2 I can listen to customers [26]	3.2 I can state the importance of maintaining customer confidentiality [27]
1.3 I can state what to do when a customer requires help beyond the limits of own responsibility [28]	2.3 I ca help customers within the scope of the job role [29]	3.3 I can state what to do if a customer complains [30]
	2.4 I can find the appropriate persons if unable to deal with a customer request [31]	

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	2. Know that organisations normally have protocols for dealing with customers or clients	3. Be able to interact positively with customers or clients in line with given protocols
1.1 I can identify positive ways of presenting self to customers or clients, including appearance, manner and language [33]	2.1 I can outline the basic rules in an organisation for dealing with customers or clients [34]	3.1 I can follow an organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer

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

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

requests [35]

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

[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

2. Be able to complete an enterprise activity

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

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

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

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

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

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

[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]

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

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1. Know how to select a suitable enterprise activity	2. Know appropriate roles and skills required for the enterprise activity	3. Know the costs involved in producing and selling a product or service	4. Be able to use an appropriate promotional technique
1.1 I can identify strengths of ideas generated for an enterprise activity [49]	2.1 I can identify roles required for the enterprise activity [50]	3.1 I can identify the cost of items and processes related to producing and selling the product or service [51]	4.1 I can use an appropriate method to promote a product or service [52]
1.2 I can identify weaknesses of ideas generated for an enterprise activity [53]	2.2 I can identify the practical and personal skills required for the enterprise activity [54]	3.2 I can identify the final pricing of the product or service using basic calculations [55]	

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	select appropriate numeracy skills in a work context	apply appropriate numeracy skills in a work context	interpret and communicate results in situations where they have applied numerical skills in a work context
1.1 I can describe different workplace situations where numeracy skills are needed [64]	2.1 I can select the appropriate numeracy skills needed to carry out straightforward workplace tasks [65]	3.1 I can identify and obtain information needed in order to apply numeracy skills in work situations [66]	4.1 I can interpret findings in order to present appropriate solutions to different straightforward workplace problems [67]
		3.2 I can apply appropriate numeracy skills to straightforward workplace tasks or situations in an organised way [68]	4.2 I can explain simple conclusions to others [69]
		3.3 I can use appropriate checking procedures at each stage [70]	

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

1. Be able to plan an enterprise activity	2. Be able to meet own responsibilities for an enterprise activity	3. Be able to review the enterprise activity	4. Be able to review own contribution to the enterprise activity
1.1 I can agree an enterprise activity and describe its intended outcome [72]	2.1 I can identify and organise resources needed [73]	3.1 I can share information on the extent to which the intended outcome was achieved [74]	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](#)	

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

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

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

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	**and hazards in the work place**	**health and safety responsibilities of a team leader**
[1.1 I can outline health and safety policies in the work place](#) [109]	[2.1 I can identify hazards in the workplace](#) [110]	[3.1 I can describe the health and safety responsibilities of a team leader](#) [111]
[1.2 I can describe the impact of health and safety legislation on working conditions](#) [112]	[2.2 I can identify risks in the workplace in given situations](#) [113]	[3.2 I can explain the need for risk assessment](#) [114]
	[2.3 I can describe risk assessment procedures](#) [115]	

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

1. Understand information relating to recommended alcohol intake limits	**2. Understand problems associated with alcohol abuse**	**3. Understand problems associated with tobacco use**	**4. Know the dangers of the misuse of legal drugs**	**5. Know about the classification system for illegal drugs and how different drugs are classified**	**6. Know health risks associated with the use of illegal drugs**	**7. Know how the law is applied in respect of the possession and supply of illegal drugs**
[1.1 I can indicate what is meant by "percentage by volume" of an alcoholic drink](#) [117]	[2.1 I can identify two specific health risks associated with alcohol abuse](#) [118]	[3.1 I can name three main harmful substances in tobacco and describe the effect](#)	[4.1 I can identify two dangers of the misuse of legal drugs. e.g. valium, steroids](#)	[5.1 I can classify five illegal drugs into classes A, B and C](#) [121]	[6.1 I can identify three health risks associated with the use of illegal drugs](#) [122]	[7.1 I can describe the possible penalties associated with the possession and supply of illegal](#)

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		of each on the human body [119]	[120]			drugs from each class (A, B and C) [123]
1.2 I can descibe, using examples, the link between percentage by volume and units of alcoho [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	2. Work as part of an office team	3. Know how to organise own work	4. Organise own work
1.1 I can list 4 key roles within an office [129]	2.1 I can demonstrate effective team working and explain own contribution to effectiveness of the team [130]	3.1 I can explain why it is important to be organised in own work role [131]	4.1 I can show how to be organised in own work role [132]
1.2 I can outline	2.2 I can show how	3.2 I can outline	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. Under stand why	4. Be aware of relevant	5. Be able to support	6. Review the effec

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

2. Know how to save money

3. Understand borrowing money

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

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

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

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

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

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

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

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

[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

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

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

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

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

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

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

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

[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]	[2.3 Complete planned tasks using IT](#) [191]	[3.3 Identify the strengths and weaknesses of the completed task](#) [192]
[1.4 Identify reasons for choosing particular IT systems and software applications for the task](#) [193]		[3.4 Identify ways to make further improvements to work](#) [194]
[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]		

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

1. Understand the role and responsibilities associated with working in a team	**2. Be able to recognise interpersonal skills**	**3. Be able to participate effectively in meetings**
[1.1 Give examples of teams that operate in a named setting](#) [198]	[2.1 Give examples of when own good interpersonal skills have been used](#) [199]	[3.1 Identify different types of meeting](#) [200]
[1.2 Identify own responsibilities within a team](#) [201]	[2.2 Give examples of when poor interpersonal skills have been experienced](#) [202]	[3.2 State the importance of an agenda](#) [203]
[1.3 Identify appropriate tasks that can be undertaken by self within the team](#) [204]	[2.3 Identify how to overcome communication problems within a group/team](#) [205]	[3.3 Participate in a meeting appropriately including listening to others and making contributions](#) [206]
[1.4 State how own responsibilities and way of working relate to those of other team members and team leader](#) [207]		[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

2. Know how to resolve disagreements within a team

3. Be able to help others

1.1 Identify own team's goals [211]

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

3.1 Help members of staff [213]

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

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

3.2 Help with routine requests [216]

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]

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[127] https://theingots.org/community/eml1u27x#1.3
[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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