

UV21146

Applying workplace skills

The aim of this unit is to develop the knowledge, understanding and skills needed to prepare you for work and job applications. You will learn about the importance of personal presentation and show that you are able to work effectively with customers and colleagues.

You will explain the purpose of a job application, and demonstrate your own skills in preparing for a job application and taking part in an interview.

You will evaluate your own workplace skills and develop a plan for their development, working towards targets you have set yourself.

Level

2

Credit value

3

GLH

25

Observation(s)

2

External paper(s)

0



Applying workplace skills

Learning outcomes

On completion of this unit you will:

1. Be able to maintain personal presentation
2. Be able to work effectively with customers and colleagues
3. Be able to prepare for a job application
4. Be able to produce a plan to develop skills

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation may be used in this unit, where no naturally occurring evidence is available.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least two occasions**. Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Knowledge outcomes*

There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.

5. *Tutor/Assessor guidance*

You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.

6. *External paper*

There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

There is no range section that applies to this unit.



Observations

Learning outcome 1

Be able to maintain personal presentation

You can:

- a. Maintain personal, professional appearance
- b. Demonstrate a positive and professional approach in your working condition

** May be assessed by supplementary evidence.*

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



Learning outcome 2

Be able to work effectively with customers and colleagues

You can:

- a. Demonstrate a positive attitude and behaviour with customers and colleagues
- b. Demonstrate use of correct procedures and good practice in dealing with customers and colleagues
- c. Communicate effectively to identify and provide support to customers and colleagues to solve problems, should they arise
- d. Demonstrate working with others to achieve targets

**May be assessed by supplementary evidence.*

Observation	1	2	<i>Optional</i>	<i>Optional</i>
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				



Learning outcome 3

Be able to prepare for a job application

You can:

- a. Demonstrate a variety of interview skills

**May be assessed by supplementary evidence.*

Observation	1	2	Optional	Optional
Criteria questioned orally				
Date achieved				
Portfolio reference				
Learner signature				
Assessor initials				

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*



Learning outcome 1

Be able to maintain personal presentation

You can:	Portfolio reference
c. Explain what is considered to be professional presentation of oneself	
d. Describe the reasons for maintaining professional presentation and the effect this has on the organisation	
e. Explain the skills required to maintain the work area	



Learning outcome 2

Be able to work effectively with customers and colleagues

You can:	Portfolio reference
e. Describe the skills required to work effectively with customers and colleagues to provide a quality service or product	
f. Describe how to identify and solve customer and colleague problems and complaints, should they arise	
g. List the key stages in working to meet team targets	



Learning outcome 3

Be able to prepare for a job application

You can:	Portfolio reference
b. State the purpose of a curriculum vitae (CV) and the information to be included	
c. Explain the purpose of a covering letter and its importance	
d. State the importance of professional presentation and quality of content of the CV and covering letter	
e. List the preparations that should be made for an interview	
f. Explain the importance of evaluating an interview	
g. Produce a CV and covering letter	



Learning outcome 4

Be able to produce a plan to develop skills

You can:	Portfolio reference
a. Evaluate current skills against job aims	
b. Identify an opportunity to develop a skill	
c. Set and work towards a target	
d. Keep a record of skills development	
e. Describe the purpose of a personal development plan	
f. Describe how development plans are produced	
g. Explain the importance of feedback	

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Be able to maintain personal presentation

Personal professional appearance:

Appearance (uniform, dress, hair, make-up, jewellery), personal hygiene.

Positive and professional approach:

Presentation of work area and equipment, personal and professional appearance of oneself, behaviour (conduct, attitude, timekeeping, dependability).

Reasons for maintaining professional presentation: To present a professional image to colleagues and customers, to demonstrate personal pride, to develop self-confidence, to promote health and safety, to comply with workplace legislation, to maintain the organisation's brand image, to meet job requirements.

Effect on the organisation: First impressions, customer perception of the organisation, repeat business, staff morale and motivation, improved profit, reputation.

Skills required to maintain the work area: Planning, organising, communication, time management, cleaning and tidying, controlling stock.



Outcome 2: Be able to work effectively with customers and colleagues

Customers and colleagues: Internal (colleagues, supervisors, staff, staff teams), external (existing, new, individuals, groups, suppliers, agents, non-English speaking, different ages, different cultures, gender, families), special needs.

Positive attitude and behaviour: Showing respect for customers and colleagues (courtesy, interest, responding to different customer behaviour, dealing promptly with problems), personal attributes (patience, tact, diplomacy, team player, honesty, initiative, self-motivation).

Correct procedures and good practice: Dealing with customer problems (apologising, offering replacements, offering alternatives, a gesture of goodwill), dealing with colleagues' problems (open discussion, listen, ask someone to mediate, following company policy).

Customer and colleague problems: Urgent, non-urgent, difficult, routine.

Effective communication: Observing and listening to customers, use of voice (tone, pitch, pace, language), observing and being aware of own body language (posture, facial expression, gestures, eye contact), appropriateness to situation, asking appropriate questions, following company procedure, demonstrating product knowledge.

Skills: Co-operation, communication, observation, anticipating needs of customers and colleagues, team working, problem solving, interpersonal skills (attitude, behaviour).

Key stages in working in a team: Setting individual and team targets, creating work plans, delegating tasks, disseminating information, seeking guidance, providing

support, measuring and evaluating performance, taking corrective action, reflecting upon final outcome, keeping records.



Outcome 3: Be able to prepare for a job application

Interview skills: Preparation, first impressions, attitude and manner, listening, answering questions, communication skills and attributes, awareness of body language, smile.

Curriculum vitae (CV): Purpose (to allow employers to gain insight into who you are, to establish if you have the right experience/qualifications/skills for the job, to give the employer a first impression of you, a selling tool, demonstration of successes), content and structure (personal details, contact details, career objectives, education and qualifications, work experience, membership of associations, personal skills, accomplishments, referees).

Covering letter: Makes the employer want to learn more about you, focuses the employer's attention on the experience and background that apply directly to the job you are applying for, showcases your communication skills, explains how your skills match the company's needs.

Importance of professional presentation and quality of content: Creates a first impression, shows attention to detail, shows the effort you have put in to applying for the job, the job market can be very competitive, employer's decision to offer an interview is often based on the presentation and content of the CV.

Preparation for an interview: Company knowledge, knowledge of job, dress code and personal appearance, anticipate the questions, preparation (journey time, questions, practice, gather information and documentation you might need).

Importance of evaluating an interview: Identify what went well and where improvements could be made, opportunity to learn from the experience, can request feedback to support development.

Preparing a CV and covering letter: Research good practice, target it on a specific job, ensure it is clearly laid out/ logically ordered/easy to read, proof read for accuracy in content/spelling/grammar.



Outcome 4: Be able to produce a plan to develop skills

Employability skills: Communication (verbal, non-verbal, formal, informal, adapting for different situations), teamwork (willingness to participate, positive attitude, reliability, enthusiasm, respect for others), problem solving, time management, ability to respond to instructions.

Target setting: Use of SMART targets (specific, measurable, achievable, realistic, timely), arising from prior learning and experience, personal targets (arrive on time, attend each day, complete work on time), work-related targets (learn a new skill, complete a given task).

Records of skill development: Portfolio of work, diary, video diary, audio recording, witness statements, employer evaluations.

Producing a personal development plan: Carrying out a skills audit, setting goals and an individual action plan, reflecting on skills achieved and progress made, use of personal records of progress, use of tools for self-assessment/self-evaluation, use of feedback to develop skills, use of feedback to amend targets.

Purpose of a personal development plan: Identifying progress towards personal targets and goals, describing the experience, recognising what was learned, how this was learned and how it felt, recognising what went well, what went less well, what might be done differently another time, identifying how skills could be improved and targets amended.

Importance of feedback: To evaluate performance, to improve own performance, to set career goals, to motivate.