

<b>Title:</b>	Being Respectful in Work and Learning
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	M/652/0669
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge and skills to recognise respectful behaviour in work and learning settings. Learners will identify simple ways to treat others, use polite language, look after shared spaces and equipment, and take part in activities that show respect. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners understand how respectful behaviour supports positive participation and relationships.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can recognise respectful behaviour in work and learning settings, identify simple ways to treat others and shared spaces appropriately, and take part respectfully in a simple activity.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

### Learning outcomes

#### *The learner will:*

1. Understand respectful behaviour in work and learning settings.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what respectful behaviour looks like and why it matters in familiar work and learning settings.

The learner must:

- 1.1 Identify at least three examples of **respectful behaviour in work and learning settings**.
- 1.2 Recognise how respectful behaviour can help people work and learn together.
- 1.3 Describe at least three examples of when a person should show respectful behaviour to others in work and learning settings.

2. Understand polite and appropriate language in work and learning settings.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify polite and appropriate language that show consideration for other people in work and learning settings.

The learner must:

- 2.1 Identify at least three examples of **polite and appropriate language** in work and learning settings.
- 2.2 Recognise how polite and appropriate language can help people work and learn together.
- 2.3 Describe at least three examples of when a person should use polite and appropriate language to others in work and learning settings.

3. Understand respectful use of shared spaces and activities.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise how respectful behaviour applies to shared spaces, equipment, and group activities.

The learner must:

- 3.1 Identify at least three ways to treat shared spaces and equipment respectfully.
- 3.2 Recognise at least three examples of when to wait, take turns, or let others speak.

3.3 Identify when and how to ask for support if unsure what respectful behaviour looks like.
4. Be able to take part respectfully in a simple activity.
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to take part in a simple work or learning activity using respectful behaviour, language, and choices.</p> <p>The learner must demonstrate how to:</p> <ul style="list-style-type: none"> <li>4.1 Follow a simple instruction in a respectful way.</li> <li>4.2 Take part in a <b>shared activity</b> using polite language or actions.</li> <li>4.3 Identify what they did to show respectful behaviour during the activity.</li> </ul>

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p><b>Requirements</b></p>	
<p><b>Respectful behaviour:</b></p>	<p><b>Definition:</b></p> <p>Actions and attitudes that show consideration for other people, their space, and the activity taking place.</p> <p><b>Teaching must include:</b></p> <p>Examples of respectful behaviour, for example:</p> <ul style="list-style-type: none"> <li>• Listening when others are speaking.</li> <li>• Using polite words and a suitable tone.</li> <li>• Following simple instructions.</li> <li>• Waiting, taking turns, and not interrupting.</li> <li>• Showing care for people, property, and the activity.</li> </ul> <p><b>Teaching could include:</b></p> <p>Greeting others appropriately.</p> <p>Responding calmly to reminders.</p>

	Apologising when something goes wrong.
<b>Work and learning settings:</b>	<p><b>Definition:</b> Familiar places and situations where people are learning, working, or taking part in organised activities.</p> <p><b>Teaching must include:</b> Examples of work and learning settings. For example:</p> <ul style="list-style-type: none"> <li>• Classrooms or training rooms.</li> <li>• Work experience or workplace environments.</li> <li>• Shared tasks or group activities.</li> <li>• Times when instructions are being given.</li> <li>• Times when people need to work near others.</li> </ul> <p><b>Teaching could include:</b> Community settings. Volunteering situations. Practical activity areas.</p>
<b>Polite and appropriate language:</b>	<p><b>Definition:</b> Simple words and phrases that help communication stay respectful and appropriate.</p> <p><b>Teaching must include:</b> Examples of polite and appropriate language. For example:</p> <ul style="list-style-type: none"> <li>• Greetings.</li> <li>• Saying please and thank you.</li> <li>• Asking for help appropriately.</li> <li>• Speaking in a calm and suitable tone.</li> <li>• Responding appropriately to staff, peers, or others.</li> </ul> <p><b>Teaching could include:</b> Saying sorry. Checking understanding politely. Using names or titles appropriately.</p>