

Title:	Respect and Inclusion at Work
Level:	1
Credit value:	2
GLH:	18
Unique Reference Number:	M/651/8446
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	<p>The aim of this unit is to help learners understand what respect and inclusion mean at work and recognise how their own actions and attitudes affect others.</p> <p>Learners will explore how to build positive relationships, behave appropriately, and contribute to a welcoming, inclusive workplace.</p>
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<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>

Learning outcomes

The learner will:

1. Understand what respect and inclusion mean at work.

Delivery content:

The aim of this learning outcome is to help learners define key ideas and see why they matter in everyday workplace relationships.

The learner must:

- 1.1 Describe what is meant by **respect** and **inclusion**.
- 1.2 Identify examples of **respectful behaviour** at work.
- 1.3 Outline why showing respect and inclusion benefits everyone.

2. Know how their own behaviour affects others.

Delivery content:

The aim of this learning outcome is to help learners reflect on their own actions and communication and understand how these influence colleagues and customers.

The learner must:

- 2.1 Identify examples of **positive** and **negative** behaviour at work.
- 2.2 Describe how **body language, tone, and attitude** can affect other people.
- 2.3 Identify one way they can **improve or maintain** respectful behaviour in their own work or learning.

Scope of Training

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.

Requirements

Respect:	Definition: Treating others with fairness, courtesy and consideration. Teaching must include: <ul style="list-style-type: none"> • Everyday examples such as listening, sharing credit, and saying thank you. • How respect supports teamwork and trust. Teachers might wish to include: <ul style="list-style-type: none"> • Short role-plays showing respectful and disrespectful interactions.
Inclusion:	Definition: Making sure everyone feels welcome and able to take part. Teaching must include: <ul style="list-style-type: none"> • Recognising others' contributions, using inclusive language, and offering help when needed. • How inclusive actions make people feel valued. Teachers might wish to include: <ul style="list-style-type: none"> • Learners creating a class or team "Inclusion Pledge."
Respectful behaviour:	Definition: Actions and words that show consideration for others. Teaching must include: <ul style="list-style-type: none"> • Examples: greeting colleagues politely, keeping shared areas

	<p>tidy, following instructions.</p> <ul style="list-style-type: none"> • The impact of consistent small acts of respect. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Observation checklist of positive behaviours in simulated activities.
Positive behaviour:	<p>Definition: Actions and attitudes that help to build good relationships and a respectful working environment.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples such as being polite, listening, helping others, being on time, and completing tasks as promised. • How positive behaviour supports teamwork, trust, and inclusion. • Recognising that small everyday actions make a big difference to workplace atmosphere. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Observation checklist of positive behaviours during simulated tasks. • Learners identifying examples of positive behaviour they have shown or seen in others.
Negative behaviour:	<p>Definition: Actions or attitudes that harm relationships, make others uncomfortable, or reduce teamwork.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples such as interrupting, ignoring instructions, gossiping, or using rude language. • Understanding how negative behaviour affects others' motivation, confidence, and sense of belonging. • Recognising that unhelpful behaviour can be changed through reflection and effort. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Group discussion on how to respond to negative behaviour respectfully. • Scenario cards where learners identify what went wrong and suggest a better response.
Body language	<p>Definition: The way people use posture, facial expression, and movement to communicate feelings or attitudes without words.</p>

	<p>Teaching must include:</p> <ul style="list-style-type: none"> • Understanding that body language can show interest, boredom, confidence, or frustration. • Examples such as eye contact, gestures, facial expression, and personal space. • Recognising how body language can support or contradict spoken words. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Paired mirror activity where learners copy and interpret different postures. • Observation of short videos to identify positive and negative body language.
<p>Tone:</p>	<p>Definition: The quality or emotion in someone’s voice that affects how their message is understood.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How tone can express respect, patience, or irritation even when words are polite. • The effect of calm, clear tone versus raised or sharp tone on colleagues or customers. • Choosing tone to match situation — friendly, professional, supportive. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Listening exercise comparing recordings with different tones and discussing reactions. • Role-play where learners practise adjusting tone for customer or colleague interactions.
<p>Attitude:</p>	<p>Definition: Using polite, accurate, and fair communication when interacting online.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples: asking permission before sharing photos, giving credit for others’ work. • Consequences of negative behaviour (e.g. cyberbullying, defamation). <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Role-play good and poor digital communication.

Improve or maintain respectful behaviour:	Definition: Taking personal responsibility to act considerately and support inclusion. Teaching must include: <ul style="list-style-type: none">• Self-reflection on triggers or habits that affect interactions.• Simple strategies: pausing before responding, asking for feedback, recognising others' effort. Teachers might wish to include: <ul style="list-style-type: none">• Learners setting one personal goal for maintaining or improving respect during placement or study.
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