



# PLACE 21

Connections, Qualifications  
and Character Strengths

## Major Employment and Growth Areas of Suffolk



# PLACE 21

## Work Experience and Industry-Related Level 3 Award

## Work Experience Toolkit 2017-18

This qualification is made up of four units

### Unit 1 Self and work

- CV Writing
- Character Strengths
- Employer Perspectives
- Evaluation

### Unit 2 Work Experience Project

- Research
- Presentation
- Networking

### Unit 3 Aspects of Business

- Purpose
- Time
- Place
- Pace

### Unit 4 Ethics and Sustainability

- UN Sustainable Development Goals
- The Seven Principles of Public Life (The Nolan Principles)
- The Triple Bottom Line
- Evaluation

## Aim and Purpose

The aim of this qualification is to help prepare students for the world of work. It is intended to be used for all sectors of the economy and for any positions in the workplace.

Guided learning hours: 120

The learner will explore the world of work through four separate units.

### Unit 1 Self & Work

- CV Writing
- Character Strengths
- Employer Perspectives
- Evaluation

### Learning Outcomes

In this unit the learner will:

- Create a CV which is relevant to a local employer
- Assess the development of their character strengths measured from a base line
- Understand the requirements of work from an employer's perspective

### Assessment Criteria

On completion of this unit, it is expected that the learner can:

- Format a CV so that it has a professional appearance
- Set out personal and professional experiences in a coherent and articulate manner
- Complete a base-line self-assessment survey on own character strengths
- Complete an 'end of unit' self-assessment on showing distance travelled compared to the baseline survey and providing a justification for the improvement.
- Explain what is expected of employers providing work experience
- Evaluate the extent to which an employer has fulfilled their obligations with regard to providing work experience

**PLACE 21** is a pilot project, part-funded by the European Social Fund. It aims to put West Suffolk College at the heart of the community, reaching out to businesses and inspiring people to learn through special initiatives.

This work experience pack has been produced for consultation. Any feedback will be gratefully received.

### Please send your comments to:

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## Unit 2 Work Experience Project

- Research
- Presentation
- Networking

### Learning Outcomes

In this unit the learner will:

- Undertake research in order to better understand an aspect of work
- Present their findings in a professional style
- Record a series of interviews or conversations to demonstrate the ability to 'network'

### Assessment Criteria

On completion of this unit, it is expected that the learner can:

- Identify a work related problem or opportunity in preparation for undertaking a project
- Carry out research to support the findings of a project
- Produce a professional report using appropriate formats
- Make a presentation which explains the project, the research undertaken, and the findings
- Demonstrate that at least six people have been contacted in relation to the project
- Explain how different people have helped in the project process

## Unit 3 Aspects of Business

- Purpose
- Time
- Place
- Pace

### Learning Outcomes

In this unit the learner will:

- Explore the wider context of work through different business themes
- Undertake comprehension exercises to test communication skills
- Provide succinct responses in written form in order to demonstrate writing skills

### Assessment Criteria

On completion of this unit, it is expected that the learner can:

- Understand the wider context of work
- Respond to short pieces of text exploring different aspects of business
- Write articulately and succinctly in response to specific questions about the wider aspects of work

## Unit 4 Ethics & Sustainability

- UN Sustainable Development Goals
- The Seven Principles of Public Life (The Nolan Principles)
- The Triple Bottom Line
- Evaluation

### Learning Outcomes

In this unit the learner will:

- Research the need for ethics and sustainability in the world of work
- Explore the 17 UN Sustainable Development Goals and Targets
- Research the way in which a local company has the potential to meet three of the goals
- Research the seven ethical principles of public life
- Assess the importance of the 'triple bottom line'

### Assessment Criteria

On completion of this unit, it is expected that the learner can:

- Explain the importance of ethics and sustainability in business life
- Explain how at least three Sustainable Development Goals link to the project you are undertaking in Unit 2
- Evaluate the importance of the Nolan Principles
- Assess the relevance of the triple bottom line

## Useful Websites

from Suffolk County Council's Work & Skills 2017 publication

### Job or training vacancies

National Apprenticeship Service - search and apply for apprenticeships in England  
[www.gov.uk/applyapprenticeship](http://www.gov.uk/applyapprenticeship)

Universal Jobmatch - search and apply for full or part-time jobs in the UK and abroad  
[www.gov.uk/jobsearch](http://www.gov.uk/jobsearch)

The Source - find out what's available from local apprenticeship providers  
[www.thesource.me.uk/jobsandcareers/apply-for-anapprenticeship](http://www.thesource.me.uk/jobsandcareers/apply-for-anapprenticeship)

Not Going to Uni - what could you do if you didn't go to university?  
[www.notgoingtouni.co.uk](http://www.notgoingtouni.co.uk)

jobs24 - find jobs and apprenticeships by keywords or location  
[www.jobs24.co.uk](http://www.jobs24.co.uk)

Adzuna - discover UK job vacancies and labour market info  
[www.adzuna.co.uk](http://www.adzuna.co.uk)

### Searching for employers or recruitment agencies

Agencycentral - UK's leading recruitment agency directory  
[www.agencycentral.co.uk](http://www.agencycentral.co.uk)

Yell - online business directory  
[www.yell.com](http://www.yell.com)

### Advice and your rights on starting work and job hunting

Gov.UK - go to 'Working, Jobs and Pensions'  
[www.gov.uk](http://www.gov.uk)

icould - see the 'Getting a Job' section under the Articles tab  
[www.icould.com](http://www.icould.com)

### Jobs and careers information

icanbea - find out about career opportunities in Suffolk and Norfolk  
[www.icanbea.org.uk](http://www.icanbea.org.uk)

Start - find out more about jobs and if they're likely to grow. How well are you matched?  
[www.startprofile.com](http://www.startprofile.com)

National Careers Service  
<https://nationalcareersservice.direct.gov.uk>

Careersbox - case study films showing real people doing real jobs  
[www.careersbox.co.uk](http://www.careersbox.co.uk)

Prospects - find information on different job sectors  
[www.prospects.ac.uk](http://www.prospects.ac.uk)

### Researching the job market

icanbea - learn about the industries and sectors across the region  
[www.icanbea.org.uk](http://www.icanbea.org.uk)

Careers of the Future - 40 top jobs of the future  
<http://bit.ly/1BKsMnu>

Unistats - what jobs have UK uni and college students gone on to do?  
<http://unistats.direct.gov.uk>

What Do Graduates Do? - what are students doing six months after they finish their degree?  
[www.hecsu.ac.uk/current\\_projects\\_what\\_do\\_graduates\\_do.htm](http://www.hecsu.ac.uk/current_projects_what_do_graduates_do.htm)

### Understanding your skills

National Careers Service - Use the Skills Health Check  
<https://nationalcareersservice.direct.gov.uk>

The Skills Show - the nation's largest skills and careers event  
[www.theskillsshow.com](http://www.theskillsshow.com)

icould - take the Buzz Quiz  
[www.icould.com](http://www.icould.com)

Barclays Lifeskills - which skills do you need for the 21st Century?  
[www.barclayslifeskills.co.uk](http://www.barclayslifeskills.co.uk)

### Volunteering and work experience

The Source - click on the Volunteering tab  
[www.thesource.me.uk/leisureand-getting-involved](http://www.thesource.me.uk/leisureand-getting-involved)

Community Action Suffolk - volunteering opportunities in Suffolk  
[www.communityactionsuffolk.org.uk/volunteering](http://www.communityactionsuffolk.org.uk/volunteering)

National Citizenship Service - volunteering for 15-17 yr olds  
<http://ncseast.co.uk>

Do-it - find volunteering opportunities  
[www.do-it.org](http://www.do-it.org)

Prince's Trust - supports unemployed 16-25 year olds with skills and work experience  
[www.princes-trust.org.uk](http://www.princes-trust.org.uk)

## What skills are employers looking for?

Here are some suggestions:

### Communication and Literacy

What examples can you give that demonstrate your ability to communicate well? Are you a keen debater at home or with your friends? Do you enjoy making presentations? How well do you write? Do you enjoy writing – perhaps keeping a diary or a blog? Think of all the different ways you can demonstrate your communication and literacy skills.

### Team Working

Do you like working in groups? Are you a good team player or even a team leader? What evidence can you use to highlight your team working skills? This might be from home or work; in sports or hobbies; or perhaps in the classroom.

### Problem Solving

Employers love problem solvers so it's worth thinking about what challenges you have overcome in the past and perhaps explaining how you go about solving problems. Are you a critical thinker? Do you have an eye for detail? Are you good at seeing the "wood from the trees" (the bigger picture)? Can you spot mistakes and know how to put them right? Can you "think on your feet"?

### Business and Customer Awareness

What experience do you have of the business world and in particular customer care? At the very least you will have been a customer yourself in many different situations. What have you learnt from this customer experience? How often are you delighted with the service you are given? What makes good customer service? It's a good idea to show employers that at least you have thought about this and that you appreciate the need for high quality customer service.

### Making the Most of Work Experience

Have you undertaken any work experience before? This might be some family connected work or a part-time paper round. Or it may be something you have done through the college. What did you learn and what aspects of your work experience do you think would most impress employers? If you haven't had any work experience to date, think about what you would like to gain from a trial job. And what skills can you bring to an employer willing to give you a chance? How enthusiastic will you be? You might think it's not worth saying these things, but how else will an employer know whether you are the person for the job? Prepare a short sentence which encapsulates your approach to work and add this into your CV.

## Unit 1 Tasks - Self and Work

### Unit 1.1 CV Writing

During your CD and Personal Development time, you will have produced your CV. You now need to update this as part of your work placement preparation. Ensure that your CV is relevant to the work you hope to be doing now. Attach your new CV to this workbook. The filename should contain your name, date of production, and 'CV' (e.g. Joe Bloggs CV Nov 2017).

### Unit 1.2 Character Strengths

Take a look at the 8 character strengths below, and decide which ones you are most likely to develop in the next few months. You might also think about which character strengths will be most critical for a work placement. In the box below, explain why?

| 8 Character Strengths | Tick which ones you expect to develop in the next three months | Tick which ones are most critical for a work placement |
|-----------------------|--|--|
| Resilience            |  |  |
| Optimism              |  |  |
| Curiosity             |  |  |
| Confidence            |  |  |
| Ownership             |  |  |
| Self-control          |  |  |
| Ambition              |  |  |
| Respect               |  |  |

Explain why you have picked certain character strengths and not others.  
How will you measure your development of these character strengths?

# Unit 1 Tasks - Self and Work

## Unit 1.3 Employer Perspectives

| Employers value an employee who...       | What you can do  |
|--|--|
| shows initiative                         | Get a part-time job or do some voluntary work.   |
| takes care in what they do               | Fill in your application form clearly, look smart at the interview and always be on time.  |
| is keen and enthusiastic                 | When applying for a job, think carefully about how you put yourself across. Once you're working, always appear willing.  |
| has employability or transferable skills | Think about something you've done at school or in your spare time that shows how you've used a skill. This could include giving presentations or playing a team sport.         |
| is adaptable                             | Show examples of how you've adapted to change, such as leaving school. Make it clear that you're willing to learn new skills.  |
| can work well in a team                  | Use examples from school or out-of-school to show how you can get on with others.  |
| is reliable                              | Once you've got a job or apprenticeship place turn up on time every day. Ring into work if you're unwell (but not just a sore throat) to let them know you won't be coming in. |

Insert your Organogram here

Identify six different skills or qualifications required for roles in the organisation (you can have more than one skill or qualification for a single position for example the owner of the

business may need good accounting skills as well as excellent human resource management skills.)

Look at the table above and reflect on your progress in Unit 1 so far. To what extent are you meeting employer needs? You might want to go back over Unit 1.1 and 1.2 and make some changes which reinforce your employability skills.

You will be pleased to know it's not all one way! This isn't just about what you can do for employers but also about what employers can do for you.

It is important that you make the most of work experience and you find out as much about the organisation you are working for as possible.

Find out what different roles exist in the organisation. Create your own organisation chart (organogram) to reflect what you have learnt and show this to your supervisor for comment and feedback. Once you are satisfied with the organogram insert it in the box below.

| Job Role | Skills / Qualification |
|----------|------------------------|
|          |                        |
|          |                        |
|          |                        |
|          |                        |
|          |                        |
|          |                        |

## Unit 2 Tasks - Work Experience Project

### Unit 1.4 Evaluation (self & work)

Once you have completed your work experience, you are required to evaluate the progress you have made:

| Questions   | Your answers |
|---|--------------|
| What have you learned and how have you developed during this work experience?                     |              |
| Which character strengths have been most useful during this work placement?                       |              |
| Which character strengths have you most improved during this period?                              |              |
| What has been your greatest achievement in relation to this work placement?                       |              |
| Explain what contribution you made to the business overall  |              |
| Identify three 'transferable skills' which you have developed and will be useful for future jobs. |              |

### Unit 2.1 Research Skills – the 5 Ps = Problem; Possibilities; Prioritise; Plan; Produce

(a) Identify the Problem – state the challenge in a succinct sentence

b) Explore the Possibilities – make a list of at least five ideas which serve to solve the problem.

- 1
- 2
- 3
- 4
- 5

(c) Prioritise your thoughts – create a 'to do' list based on your priorities

**To do -**



- (d) Plan your workload – create a Gantt chart showing what you need to do with key dates for each action. Research “Gantt charts” on the internet and then use Excel to create your own

Insert Gantt chart here

- (e) Write a brief (maximum one page) report to support the Gantt chart, explaining what you intend to do and what research you will undertake to make progress on your project idea.





- (f) Production – “make it happen!” – Produce a research report which sets out all of the research you have undertaken; the sources (correctly referenced); and what you have learnt from the experience.

**Unit 2.2 Networking Skills – Whose support do you need to make a success of this project?**

- (a) Identify six stakeholders who can support you in your project research. Complete the table below:

| Role                               | Name of person |
|------------------------------------|----------------|
| Supervisor                         |                |
| Course Director                    |                |
| Family member or friend            |                |
| Other... (replace with a new role) |                |
| Other... (replace with a new role) |                |
| Other... (replace with a new role) |                |

- b) Write a briefing note explaining how each person mentioned above will be able to help you.



(c) Provide evidence that you have contacted each of these stakeholders. Complete the table below, explaining how each person has helped you on your project journey.

| Role and name of person               | Date of meetings | What took place? How has it been helpful? What will you do to act on this information? |
|---------------------------------------|------------------|--|
| Supervisor                            |                  |  |
| Course Director                       |                  |  |
| Family member or friend               |                  |  |
| Other...<br>(replace with a new role) |                  |  |
| Other...<br>(replace with a new role) |                  |  |
| Other...<br>(replace with a new role) |                  |  |

### Unit 2.3 Presentation Skills

(a) Discuss and present information on your initial idea. Attach your PowerPoint presentation here.

**My Powerpoint Presentation**

(b) Participate in at least two supervision sessions

| Name of supervisor | Date of meeting | Topics discussed | Actions required |
|--------------------|-----------------|------------------|------------------|
|                    |                 |                  |                  |
|                    |                 |                  |                  |

(c) Make a formal presentation to at least two people one of which should be your research supervisor. Complete the table below:

**My final presentation attached here**

**Signature of supervisor confirming the number or people attending my presentation:**



## Unit 3 Tasks - Aspects of Business

- (d) Provide evidence of reflection and improvement strategies:  
 What have I learned?  
 How has it helped me improve?  
 What will I do to ensure that improvement takes place?

### Unit 3.1 Exploring the idea of 'PURPOSE'

In business there is a lot of talk about planning, prioritising and sorting out aims and objectives. Work is often broken down into goals and tasks. And many businesses have a mission statement stating their intentions and the reason for their existence.

All of this vocabulary (mission, goals, tasks, aims objectives, priorities, planning) is based on the idea of having a purpose. What is the purpose of our business or organisation? What is the purpose of doing this particular activity?

Without understanding purpose, we are in danger of doing things for the wrong reasons or even doing the wrong things.

Purpose then, sits at the heart of an organisation. All organisations must have a purpose; they cannot simply exist for no reason.

What is the purpose of the organisation you are working in? Talk to different people in the workplace and note down the different views people have.

Write here...



What is the purpose of the work you are doing? Write down how it fits into the greater purpose of the organisation (you may end up with a 'Russian doll' of purposes, each one fitting into a greater purpose).

Write here...



### Unit 3.2 Exploring the idea of 'TIME'

Time is money - which is an interesting thought. Is it money lost, earned or spent? Time is the all important ingredient in business. Time is shelf life. Perishable goods are all dependent on being available at the right time and what seems indispensable in one moment

in time is obsolescent in another. Ask two different people in the workplace to identify a way in which time has to be managed in order to do their job. Write down, in your own words, what they said.

If pace is the metronome of efficiency, time is its judge. Time is the measure by which efficiency is determined; and only time will tell whether something has been effective or not.

However time is not only the stopwatch, it is also the in-between, the space allowed for, the rest, the pause. Time is that precious quantity that runs out just when we need it most. Yet time is also that thing most

squandered. It is the waiting room as well as the moments of prevarication.

Write down something which you wish you had more time for. And then write about something which you spend too much time on. How easy would it be make a trade off between activities which involve too much time and ones which involve too little time? Explain why.



In business time is often elevated to a special position, hence the term 'time is money'. Most things in business are timed: we measure the time it takes to produce, to distribute, and in the service sector, even consumers are timed. Throughput time is preciously observed in a

restaurant for example, and eating has become so often associated with speed – we call it 'fast food'.

In your workplace is there anything that is precisely timed? What is it and why is the timing important?

**Write here...**

If you answered no to the above question, give an example of a timed task that you have heard about. Discuss the reasons for measuring the time it takes to do something.

**Write here...**

Time pervades business thinking and often for good reason. Cashflow is a simple idea made terrifying by the passage of time. What starts out as an accounting term referring to the movement of cash in and out of a firm becomes something entirely different with the passage of time. Staff pay must go out each month and income to cover those costs is expected to arrive in time. But what if it doesn't? Cash goes out but nothing comes in. Perhaps an invoice has been mislaid, or

the client, the payer, has their own cashflow problems and is delaying payments for a month or two. Either way, the injection of time - real time, changes the issue from an accounting problem to a personal catastrophe. Cashflow, in real time, is all about irrational anxiety and very little to do with textbook accounting tools.

Why is cashflow about time? Explain in less than 200 words.

**Write here...**

Why might the passing of time be 'terrifying' for some businesses cash position?

**Write here...**

### Six-month profit & loss forecast

|                      | April      | May        | June       | July       | August     | September  | Total        |
|----------------------|------------|------------|------------|------------|------------|------------|--------------|
| <b>Sales</b>         | 1,000      | 1,000      | 1,000      | 1,000      | 1,000      | 1,000      | 6,000        |
| <b>Cost of Sales</b> | 350        | 350        | 350        | 350        | 350        | 350        | 2,100        |
| <b>Other Costs</b>   | 375        | 375        | 375        | 375        | 375        | 375        | 2,250        |
| <b>Total Costs</b>   | 725        | 725        | 725        | 725        | 725        | 725        | 4,350        |
| <b>Profit/Loss</b>   | <b>275</b> | <b>275</b> | <b>275</b> | <b>275</b> | <b>275</b> | <b>275</b> | <b>1,650</b> |
| <b>Cumulative</b>    | 275        | 550        | 825        | 1,100      | 1,375      | 1,650      |              |

### Cashflow

|                          | April          | May        | June       | July       | August     | September  | October<br>(cash received) | Total        |
|--------------------------|----------------|------------|------------|------------|------------|------------|----------------------------|--------------|
| <b>Income from Sales</b> |                | 1,000      | 1,000      | 1,000      | 1,000      | 1,000      | 1,000                      | 6,000        |
| <b>Cost of Sales</b>     | 2,100          |            |            |            |            |            |                            | 2,100        |
| <b>Other Costs</b>       | 375            | 375        | 375        | 375        | 375        | 375        |                            | 2,250        |
| <b>Total Costs</b>       | 2,475          | 375        | 375        | 375        | 375        | 375        |                            | 4,350        |
| <b>Cash Position</b>     | <b>- 2,475</b> | <b>625</b> | <b>625</b> | <b>625</b> | <b>625</b> | <b>625</b> | <b>1,000</b>               | <b>1,650</b> |
| <b>Cumulative</b>        | - 2,475        | - 1,850    | - 1,225    | - 600      | 25         | 650        | 1,650                      |              |

Examine the two financial statements above and comment on the differences. Why do you think there are these differences? Explain why

cashflow is different to profit and loss forecast, using the above examples. Explain what is happening month by month.

Write here...

Prepare a simple cashflow statement over six months to show the importance of positive cashflow to a business. You may use the headings in the table above if that helps.

See if you can avoid negative cash in any month. You might do this by adding a borrowing line ('Loans' or 'Overdraft')

### Cashflow

|                          | April | May | June | July | August | September | October<br>(cash received) | Total |
|--------------------------|-------|-----|------|------|--------|-----------|----------------------------|-------|
| <b>Income from Sales</b> |       |     |      |      |        |           |                            |       |
| <b>Cost of Sales</b>     |       |     |      |      |        |           |                            |       |
| <b>Other Costs</b>       |       |     |      |      |        |           |                            |       |
| <b>Total Costs</b>       |       |     |      |      |        |           |                            |       |
| <b>Cash Position</b>     |       |     |      |      |        |           |                            |       |
| <b>Cumulative</b>        |       |     |      |      |        |           |                            |       |



Time in business is also the measure of relevance. If it's not relevant it won't sell. Relevance has the potential to haunt all businesses. What was hot news yesterday is simply free wrapping paper today. Goods perish in many ways; their shelf life terminates, their desirability disappears, freshness is gone - all that is left is unwanted stock. Timing

then, is an essential part of business. Use an example from your workplace of the way time has an impact on the sale of an item. How might products or services be poorly affected by the passage of time? (You may use examples from anywhere to illustrate your point).

Write here...

Time, although seemingly infinite, has a tendency to run out. Explain this apparent contradiction.

Think of the way you prioritise things in your life. What can you do to ensure you spend more time on things that really matter and less time on things that don't?

Write here...

### Unit 3.3 Exploring the idea of 'PLACE'

Place allows us to look at business from a range of important perspectives. Trading in London is likely to be a different experience to trading in Bury St Edmunds. Manchester in the 19th century was clearly a different place to do business compared to today. However we look at it, place is an essential aspect of business. The regional perspective to trade is vital for an understanding of comparative advantage, and

the idea of clusters is dependent on the notion of place. Once clusters emerge they act as a magnet for other like-minded businesses. Looking at the local economy, identify an example of a business locating close to similar businesses. In what ways are these businesses complementary? Think of this from the customer perspective (convenience, good access, time saving).

Write here...



If you had a business what would it be and where would you locate it? Give reasons for

your answer and explain the importance of location (place) in your decision making.

Write here...

Explain why the idea of 'place' might be important in marketing.

Write here...

Place is an important concept in marketing. Marketing is the process of connecting buyers with sellers. It involves research, needs and wants analysis, product and service definition, and everything required for the fulfilment of a purchase, including advertising, promotion and after sales service.

With such a broad definition however it is difficult to know where marketing starts and ends. Some might reasonably ask, "what isn't marketing?"

Historically, sellers brought their wares to the

local market and this was the meeting place for deals to be done. Today it is often the case that a transaction involves a seller who never gets to meet the buyer.

The market place used to be where the labour of ones work is visible for all to see. The market place is that special meeting point between supply and demand, it is the place, real or virtual, where prices fall as surpluses appear and rise with shortages. The market place is also the meeting place. It has the local dimension that is likely to be missing in online shopping.

Place provides a possibility for community. A sense of place means a feeling of belonging and this aspect of business is essential to look at if we are to truly understand people's needs and wants. This community aspect is also

essential for an understanding of how businesses fit into their surroundings, how they accommodate cultures and shape people's lives.





Explain how the organisation you are working in fits into its surroundings. Why is the place of business (where you are working) important? What factors do you think went into placing the business here? Talk to your colleagues to discuss this question. Are any of the following relevant?

- Cost
- Access to services
- Transport links
- Customer Convenience
- Convenient for staff
- What other reasons might there be?

Perhaps the most important place in business is the workplace. It is here that we find the tensions between accommodation and efficiency, the debates about management style, the theories on human relations and

motivation and the whole idea of organisational behaviour. Describe your workplace. How does it feel to be here? Is comfort important? How are things arranged for efficiency?

Write here...

Write here...

## Unit 4 Tasks - Ethics and Sustainability

### Unit 3.4 Exploring the idea of 'PACE'

Pace is the term used to express the speed we operate at. Pace might be called a 'driver'; it is the 'gas on the pedal', the metronome of life dictating how quickly or slowly we perform. But pace is also a psychological phenomenon. To work at pace isn't simply about speed, it also says something about attitude. A good pace is one which considers the environment around itself. To pace might also be to wait in readiness. When we set out on a journey we pace ourselves, hopefully with the destination and distance in mind.

In business pace is all important. Creating a culture where the workforce understands the importance of pace is vital. Knowing when to alter pace, to go slowly and carefully, or fast and furiously is vital.

List six tasks which are carried out in your workplace. Three of these should be tasks which need to be done at a slow pace - explain why. The other three in your list should be tasks which needed to be undertaken at a fast pace - again explain why.

| Tasks which require care and attention | Explain why |
|--|-------------|
|  |             |
|  |             |
|  |             |

| Tasks which need to be undertaken quickly | Explain why |
|---|-------------|
|   |             |
|   |             |
|   |             |

### Unit 4.1 UN Sustainable Development Goals

Choose at least three of the goals which best fit with your project, and indicate this with a tick in the appropriate boxes.

The UNs 17 Sustainable Development Goals are:

| UN Sustainable Development Theme  | tick |
|---|------|
| <b>Goal 1</b> End poverty in all its forms everywhere   |      |
| <b>Goal 2</b> End hunger, achieve food security and improved nutrition and promote sustainable agriculture  |      |
| <b>Goal 3</b> Ensure healthy lives and promote well-being for all at all ages   |      |
| <b>Goal 4</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all  |      |
| <b>Goal 5</b> Achieve gender equality and empower all women and girls   |      |
| <b>Goal 6</b> Ensure availability and sustainable management of water and sanitation for all  |      |
| <b>Goal 7</b> Ensure access to affordable, reliable, sustainable and modern energy for all  |      |
| <b>Goal 8</b> Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all  |      |
| <b>Goal 9</b> Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation   |      |
| <b>Goal 10</b> Reduce inequality within and among countries   |      |
| <b>Goal 11</b> Make cities and human settlements inclusive, safe, resilient and sustainable   |      |
| <b>Goal 12</b> Ensure sustainable consumption and production patterns   |      |
| <b>Goal 13</b> Make urgent action to combat climate change and its impacts*   |      |
| <b>Goal 14</b> Conserve and sustainably use the oceans, seas and marine resources for sustainable development   |      |
| <b>Goal 15</b> Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss |      |
| <b>Goal 16</b> Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels            |      |
| <b>Goal 17</b> Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development   |      |

Go to the UN website:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>  
and read about the facts and figures for each theme. Choose three facts for each theme, to highlight the connection with your project.

**UN Sustainable Development Goal** \_\_\_\_\_

- 1.
- 2.
- 3.

**UN Sustainable Development Goal** \_\_\_\_\_

- 1.
- 2.
- 3.

**UN Sustainable Development Goal** \_\_\_\_\_

- 1.
- 2.
- 3.

### Unit 4.2 The Seven Principles of Public Life (The Nolan Principles)

These principles set out a standard for the way one should behave in 'public life'. They were first established by a government committee chaired by Michael (Lord) Nolan in 1995. Since then they have been revised and updated and

the latest version is shown in the table below. Look at each of the seven principles and comment on how you think people in public life or in business might demonstrate how they meet these standards.

| Seven Principles      | Description   | How might someone demonstrate that they meet these standards? |
|-----------------------|---|---|
| <b>Selflessness</b>   | Holders of public office should act solely in terms of the public interest.   |   |
| <b>Integrity</b>      | Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships. |   |
| <b>Objectivity</b>    | Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.  |   |
| <b>Accountability</b> | Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.   |   |
| <b>Openness</b>       | Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.  |   |
| <b>Honesty</b>        | Holders of public office should be truthful.  |   |
| <b>Leadership</b>     | Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.  |   |

**Seven Principles - Source:**  
<https://www.gov.uk/government/publications/the-7-principles-of-public-life/the-7-principles-of-public-life-2>



### Unit 4.3 The Triple Bottom Line

The 'bottom line' is a phrase used to refer to the economic basics – how much will it cost the company? How much money will we make? What is the payback period? Imagine if all businesses thought not just about an economic 'bottom line' but also about an environmental and a social bottom line. What impact will this project have on people in the community? How will this initiative impact on the environment.

Choose a business to investigate (it could be the one where you are undertaking work experience) and think about how a triple bottom line could be applied to a particular initiative. Talk to people in the business to help gather information.

Describe the initiative (it could be a past, present or future project) and write down how you could apply each of the triple bottom line principles: economic, environmental and social criteria.



Write here...

### Unit 4.4 Evaluation (ethics & sustainability)

Thinking about your experience of work and the tasks you have completed in this unit, explain how ethics and sustainability are relevant to businesses. If you were to start a business what ethics and sustainability principles would you set out to address?

Thinking of the ethical and sustainability challenges in the world today, what specific measures would you hope to implement in your businesses that would help tackle these difficult issues?

A large, empty rectangular box intended for student responses to the Unit 4.4 questions.



PLACE 21 is a pilot project, part-funded by the European Social Fund. It aims to put West Suffolk College at the heart of the community, reaching out to businesses and inspiring people to learn through special initiatives.