



# learning bytes and SVQ mapping

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## learning bytes and SVQ mapping

learn direct scotland has been working with a number of branded learning centres to map appropriate courses in the learning bytes catalogue to a number of vocational qualifications. The SVQs that have been mapped are those that are often undertaken by learners from the three target groups in the learning centre resource packs. The target groups are:

- learners who are returning to work
- school-age learners
- learners who are in the NEET group

(not in education, employment or training).

Minerva People in Dumfries has mapped the level 1 and level 2 SVQ in Business & administration and Customer service level 2 and level 3 to a number of learning bytes courses. The Zone Learning Centre in Dalmellington has done the same for the level 2 and level 3 SVQ in Children's care, learning & development.

All of the centres involved in the mapping are approved SQA centres, currently delivering the relevant SVQs.

The easy to use matrix will allow you to see at a glance which learning bytes courses could be used to help support the delivery of the vocational qualifications.



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# Business & administration level 1

## Mandatory Units

	Advancing your service expertise	Assertiveness from the inside out	Basic features of Excel 2003	Care for your customers	Creating basic presentations using Powerpoint 2003	Customers, conflict and confrontation	Difficult people in the workplace	Effective call handling	Effective interfunctional relationships	Effective questioning	Effective telephone techniques	English grammar 1 & 2	Faxes	Fundamentals of exceptional customer service	Getting started with Word 2003	How people learn	Introduction to Access 2002	Lets communicate	Listening to comprehend	Making telephone calls count	Meetings	Overcoming challenging service situations	Professional assertiveness	Putting customers first	Team feedback: a guide	Understanding your customers	Using IT health and safety	Working in teams	Workplace communication skills	Writing with intention
Carry out your responsibilities at work		●						●	●						●			●				●				●				
Work within your business environment								●	●						●			●					●			●				

## Optional Units

	Advancing your service expertise	Assertiveness from the inside out	Basic features of Excel 2003	Care for your customers	Creating basic presentations using Powerpoint 2003	Customers, conflict and confrontation	Difficult people in the workplace	Effective call handling	Effective interfunctional relationships	Effective questioning	Effective telephone techniques	English grammar 1 & 2	Faxes	Fundamentals of exceptional customer service	Getting started with Word 2003	How people learn	Introduction to Access 2002	Lets communicate	Listening to comprehend	Making telephone calls count	Meetings	Overcoming challenging service situations	Professional assertiveness	Putting customers first	Team feedback: a guide	Understanding your customers	Using IT health and safety	Working in teams	Workplace communication skills	Writing with intention
Welcome visitors	●	●	●					●						●				●	●	●		●	●	●						
Handle mail																														
Store and retrieve information																														
Use IT to exchange information														●															●	
Word processing software															●															
Make and receive telephone calls	●	●	●				●	●	●				●					●	●			●	●	●						
Use office equipment													●													●				
Ensure your own actions reduce risks to health and safety																									●	●				





# Customer service level 2

	Advancing your service expertise	Assertiveness from the inside out	Care for your customers	Customers, conflict and confrontation	Effective call handling	Effective interfunctional relationships	Effective questioning	Effective telephone techniques	English grammar 1 & 2	Fundamentals of exceptional customer service	How people learn	Let's communicate	Listening to comprehend	Making telephone calls count	Meetings	Overcoming challenging service situations	Professional assertiveness	Putting customers first	Team feedback: a guide	Understanding your customers	Using IT health and safety	Working in teams	Writing with intention
Prepare yourself to deliver good customer service	●	●	●					●				●				●	●						
Provide customer service within the rules		●										●											

## Optional Units

### Theme: Impression and Image

Give customers a positive impression of yourself and your organisation	●	●	●	●		●		●		●	●	●											
Promote additional services or products to customers																						●	
Process customer service information						●		●			●			●						●			
Live up to the customer service promise		●	●					●	●				●									●	
Make customer service personal	●	●	●			●		●		●	●	●											
Go the extra mile in customer service	●	●	●		●	●		●	●		●	●										●	
Deal with customers in writing or using ICT		●						●														●	
Deal with customers face-to-face	●	●	●	●		●		●		●	●	●											
Deal with customers by telephone			●		●			●		●	●	●										●	

### Theme: Delivery

Deliver reliable customer service		●	●		●			●				●									●	●	
Deliver customer service on your customer's premises	●	●	●					●				●											
Recognise diversity when delivering customer service		●	●			●		●		●	●	●										●	

### Theme: Handling Problems

Recognise and deal with customer queries, requests and problems	●	●	●	●				●			●	●	●									●	
Resolve customer service problems	●	●	●			●		●	●			●	●	●		●							

### Theme: Development and Improvement

Develop customer relationships	●	●	●	●				●				●		●	●	●					●	●	
Support customer service improvements	●	●	●			●		●	●			●	●	●		●					●	●	
Develop personal performance through delivering customer service					●	●			●		●											●	



# Customer service level 3

## Mandatory Units

	Advancing your service expertise	Assertiveness from the inside out	Care for your customers	Customers, conflict and confrontation	Effective call handling	Effective interfunctional relationships	Effective questioning	Effective telephone relationships	English grammar 1 & 2	Fundamentals of exceptional customer service	How people learn	Lets communicate	Listening to comprehend	Making telephone calls count	Meetings	Overcoming challenging service situations	Professional assertiveness	Putting customer's first	Team feedback: a guide	Understanding your customers	Using IT health and safety	Working in teams	Writing with intention
Understand customer service to improve service delivery	●	●	●	●					●				●	●	●								●
Know the rules to follow when developing customer service																							●

## Optional Units

### Theme: Impression and Image

Make customer service personal	●	●	●	●			●			●	●	●											
Go the extra mile in customer service	●	●	●			●			●			●	●										●
Deal with customers in writing or using ICT		●						●										●					
Use customer service as a competitive tool	●	●	●						●				●										●
Organise the promotion of services or products to customers		●			●		●	●	●				●					●					●

### Theme: Delivery

Deliver customer service on your customer's premises	●	●	●						●				●										
Recognise diversity when delivering customer service		●	●			●			●		●	●	●										●
Deliver customer service using service partnerships		●	●						●				●						●				●
Organise the delivery of reliable customer service	●	●	●						●				●										
Improve the customer relationship	●	●	●		●		●	●	●				●					●	●				

### Theme: Handling Problems

Monitor and solve customer service problems	●	●	●						●				●	●									●
Apply risk assessment to customer service problems	●								●									●					
Process customer service complaints		●		●		●			●		●	●	●	●				●					●

### Theme: Development and Improvement

Work with others to improve customer service	●								●				●										●
Promote continuous improvement in customer service	●	●	●			●			●			●						●					●
Develop your own and others' customer service skills	●	●		●		●	●		●		●						●						●
Lead a team to improve customer service		●			●								●				●						●
Gather, analyse and interpret customer feedback		●		●		●	●	●	●		●	●	●					●					



# Children's care, learning & development level 2

## Mandatory Units

### Contribute to positive relationships

- Interact with & respond to children
- Interact with & respond to adults
- Communicate with children
- Communicate with adults

### Help to keep children safe

- Prepare and maintain a safe and healthy environment
- Follow procedures for accidents, emergencies & illness
- Support the safeguarding of children from abuse
- Encourage children's positive behaviour

### Support children's development

- Contribute to supporting children's physical development & skills
- Contribute to supporting children's emotional & social development
- Contribute to supporting children's communication & intellectual development
- Contribute to planning for children's development needs

### Use support to develop own practice in children's CCLD

- Make use of support to develop your practice
- Use new knowledge & skills to improve your practice

### Prepare & maintain environments to meet children's needs

- Prepare & maintain the physical environment
- Prepare & maintain a stimulating environment
- Maintain an environment that builds children's confidence & resilience
- Support routines for children

### Support children's play & learning

- Participate in activities to encourage communication & language
- Provide opportunities for children's drama & imaginative play
- Encourage children to be creative
- Support physical play
- Encourage children to explore and investigate

	Baby play	Childcare healthy eating	Clean easy	Disability discrimination/SEN	Discriminate – who me?	Emergency response	Equal opportunities	First steps to learn team diversity	Getting past classes: valuing diversity	Handling essentials	Health & Safety at Work Act	Interpersonal communication skills for	Meet our borses	Physical fun	Private lives	Protecting you protecting me in the work place	Seven steps to managing safety talking together	Walking through our ages	Watching	We care	Working with parents
<b>Contribute to positive relationships</b>							●										●	●			●
Interact with & respond to children							●														
Interact with & respond to adults																	●				
Communicate with children																		●			
Communicate with adults																	●				
<b>Help to keep children safe</b>					●			●	●						●	●					
Prepare and maintain a safe and healthy environment																					
Follow procedures for accidents, emergencies & illness																					
Support the safeguarding of children from abuse															●						
Encourage children's positive behaviour																					
<b>Support children's development</b>	●	●					●						●	●				●	●		●
Contribute to supporting children's physical development & skills							●						●					●	●		
Contribute to supporting children's emotional & social development		●					●						●					●			
Contribute to supporting children's communication & intellectual development	●						●						●					●	●		
Contribute to planning for children's development needs																			●		
<b>Use support to develop own practice in children's CCLD</b>														●							
Make use of support to develop your practice														●							
Use new knowledge & skills to improve your practice																					
<b>Prepare &amp; maintain environments to meet children's needs</b>	●	●		●	●		●							●							
Prepare & maintain the physical environment		●					●							●							
Prepare & maintain a stimulating environment	●			●	●									●							
Maintain an environment that builds children's confidence & resilience							●							●							
Support routines for children		●					●														
<b>Support children's play &amp; learning</b>	●						●						●				●				
Participate in activities to encourage communication & language							●										●				
Provide opportunities for children's drama & imaginative play																					
Encourage children to be creative	●																				
Support physical play							●						●								
Encourage children to explore and investigate	●																				



# Children’s care, learning & development level 2

## (continued)

Optional Units

**Contribute to the effectiveness of teams**

- Agree and carry out your role and responsibilities within the team
- Participate effectively as a team member

**Support the development of babies and children under 3 years**

- Observe babies or children under 3 years as part of your everyday work
- Provide safe physical care for babies and children under 3 years
- Provide play activities that encourage learning and development
- Communicate with, respond to and interpret the needs of babies or children under 3 years

**Support a child with disabilities or special educational needs**

- Support a child with disabilities or special educational needs by providing care and encouragement
- Provide support to enable the child to participate in activities and experiences
- Support the child and family according to the procedures of the setting

**Support children & young people’s play**

	Baby play	Childcare healthy eating	Clean easy	Disability discrimination/SEN	Discriminate – who me?	Emergency response	Equal opportunities	First steps to learn	Getting past classifies: valuing team diversity	Handling essentials	Health & Safety at Work Act	Interpersonal communication skills for teams simulation	Meet our bones	Physical fun	Private lives	Protecting you protecting me	Seven steps to managing me in the work place	Talking together	Walking through our ages	Watching	We care	Working with parents
<b>Contribute to the effectiveness of teams</b>				●	●			●							●							
Agree and carry out your role and responsibilities within the team											●						●					
Participate effectively as a team member				●	●		●	●			●						●					
<b>Support the development of babies and children under 3 years</b>	●		●											●	●					●		●
Observe babies or children under 3 years as part of your everyday work															●							
Provide safe physical care for babies and children under 3 years	●																			●		
Provide play activities that encourage learning and development	●												●									
Communicate with, respond to and interpret the needs of babies or children under 3 years																						
<b>Support a child with disabilities or special educational needs</b>				●																		
Support a child with disabilities or special educational needs by providing care and encouragement				●																		
Provide support to enable the child to participate in activities and experiences				●																		
Support the child and family according to the procedures of the setting																						
<b>Support children &amp; young people’s play</b>													●				●					



# Children's care, learning & development level 3

## Mandatory Units

	Baby play	Childcare + healthy eating	Clean easy	Disability discrimination/SEN	Discriminate - who me?	Emergency response	Equal opportunities	First steps to learn	Getting past clashes: valuing team diversity	Handling essentials	Health & Safety at Work Act	Interpersonal communication skills for teams simulation	Meet our bones	Physical fun	Private lives	Protecting you, protecting me in the work place	Seven steps to managing safety	Talking together	Walking through our ages	Watching	We care	Working with parents
Develop and promote relationships			●				●							●			●	●				
Develop and maintain a healthy, safe and secure environment for children			●		●				●	●									●			
Promote children's development	●	●					●						●	●				●	●	●		
Reflect on and develop practice																		●				
Protect and promote children's rights			●	●		●												●			●	

## Optional Units Group 1

Plan and organise environments for children and families			●							●					●							
Promote the health and physical development of children			●										●						●			
Promote children's well being and resilience																						
Plan and implement curriculum frameworks for early education							●				●									●		
Assess children's progress according to curriculum frameworks for early education														●						●		
Provide leadership for your team																						
Plan and implement positive environments for babies and children under 3 years														●						●		
Support early intervention for the benefit of children and families														●			●					

## Optional Units Group 2

Provide physical care that promotes the health and development of babies and children under 3 years	●	●																				
Contribute to supporting parents with literacy, numeracy or language needs																						●
Maintain and develop a childminding business																						●
Work with families to enhance their children's learning and development																						●
Plan for and support self-directed play														●						●		
Promote healthy living for children and families																						
Care for children at home			●																			●
Support children with disabilities or special educational needs and their families				●		●																●
Empower families through the development of parenting skills																						●
Use information and communication technology to support children's early learning																						
Support the delivery of community based services to children and families																						●
Support the child or young person's successful transfer and transition in learning and development contexts														●								



# Children's care, learning & development level 3

## (continued)

	Baby play	Childcare & healthy eating	Clean easy	Disability discrimination/SEN	Discriminate - who me?	Emergency response	Equal opportunities	First steps to learn	Getting past clichés: valuing team diversity	Handling essentials	Health & Safety at Work Act	Interpersonal communication skills for teams simulation	Meet our bones	Physical fun	Private lives	Protecting you, protecting me in the work place	Seven steps to managing safety talking together	Walking through our ages	Watching	We care	Working with parents
Safeguard children from harm															●						●
Support children who have experienced trauma																					●
Administer provision within the childcare setting														●							
Work with a management committee																					
Establish and maintain a service for children and families																	●				●
Support children and families through home visiting														●			●				●
Involve families in the childcare setting														●			●				●
Recruit, select and keep colleagues																					
Deliver services to children and families whose preferred language is not English or Welsh																	●				●
Allocate and check work in your team										●	●										
Contribute to childcare practice in group living														●							●
Create environments that promote positive behaviour			●			●															
Develop productive working arrangements with colleagues																					
Co-ordinate special educational needs in early education settings														●							●
Establish, develop and promote quality systems and procedures for the delivery of childcare services																					
Advise and mentor those implementing quality systems and procedures for the delivery of childcare services																					
Meet regulatory requirements in the childcare setting																					
Support learners by mentoring in the workplace																					
Enable individual learning through coaching																					
Help pupils to develop their literacy skills																					
Help pupils to develop their numeracy skills																					



**For more information on learning bytes please  
contact your learning development officer or  
visit our website [www.learndirectscotland.com](http://www.learndirectscotland.com)**

