Ascentis Entry Level Award & Certificate in Using Employability Skills (Entry 1, 2 & 3)

Specification

Ofqual Number:

600/9014/5 Entry 1 Award
600/9015/7 Entry 1 Certificate
600/9017/0 Entry 2 Award
600/9018/2 Entry 2 Certificate
600/9020/0 Entry 3 Award
600/9021/2 Entry 3 Certificate

Ofqual Start Date:	01/05/2013
Ofqual Review Date:	31/07/2027
Ofqual Certification Review Date:	31/07/2028

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

TABLE OF CONTENTS

ASCENTIS ENTRY LEVEL AWARDS & CERTIFICATES IN USING EMPLOYABILITY SKILLS (ENTRY 1, 2 & 3)

Introduction

The Ascentis qualifications in Using Employability Skills aim to prepare Entry level learners for the world of work by developing their skills in three areas: Personal and Social Development, Work Skills, and Vocational Skills. Using units from these areas will enable learners to develop the confidence to progress into a work placement or paid employment.

There are several features of this qualification that make it very appropriate for its target learners:

- Unit certification is available for each of the units.
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres.
- They can be delivered either as a classroom-based course or as a blended learning programme.

Aims

The aims of these qualifications are to enable learners:

1 to overcome barriers which are preventing them from getting work.

2 learn new skills and knowledge in the area of employability.

Target Group

These qualifications have been specifically developed to enable learners to achieve at a level relevant to their own current circumstances and situation. Learners may have learning difficulties or disabilities.

Regulation Codes

Qualification Number (Ofqual/CCEA):

600/9014/5 Ascentis Entry Level Award in Using Employability Skills (Entry 1)
600/9015/7 Ascentis Entry Level Certificate in Using Employability Skills (Entry 1)
600/9017/0 Ascentis Entry Level Award in Using Employability Skills (Entry 2)
600/9018/2 Ascentis Entry Level Certificate in Using Employability Skills (Entry 2)
600/9020/0 Ascentis Entry Level Award in Using Employability Skills (Entry 3)
600/9021/2 Ascentis Entry Level Certificate in Using Employability Skills (Entry 3)

Rules of Combination

Ascentis Entry Level Award and Certificate in Using Employability Skills (Entry 1)				
For the Award, the learner must achieve 8 credits. 2 credits must be achieved from the unit in the Mandatory Group. A minimum of 4 credits must be achieved from Optional Group A and a minimum of 2 credits must be achieved from Optional Group B. For the Certificate, the learner must achieve 14 credits. 2 credits must be achieved from the unit in the Mandatory Group. A minimum of 8 credits must be achieved from Optional Group A and a minimum of 2 credits must be achieved from Optional Group B. The remaining 2 credits can be achieved from any combination of units in Optional Groups A and B.				
Mandatory Group: The learner must achieve the unit in this group for the Award and Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Action Planning to Improve Performance	E1	2	20	L/504/1234
Optional Group A: The learner must achieve a minimum of 4 credits from Optional Group A for the Award. The learner must achieve a minimum of 8 credits from Optional Group A for the Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Applying for Jobs and Courses	E1	2	20	R/504/1235
Building Confidence and Self Esteem	E1	2	20	T/504/1230
Dealing with Problems at Work	E1	2	20	A/504/1407
Decision Making in the Workplace	E1	2	20	F/504/1408
Follow Instructions in the Workplace	E1	2	20	J/504/1409
Health and Safety Procedures in the Workplace	E1	2	20	A/504/1410
Looking and Acting the Part in the Workplace	E1	2	20	F/504/1280
Making Career Choices	E1	2	20	A/504/1231
Managing Money	E1	1	10	F/504/1232
Preparing for and Taking Part in an Interview	E1	2	20	J/504/1233
Travelling to and from Work	E1	2	20	J/504/1281
Using Communication Skills in a Workplace	E1	2	20	K/504/1404
Using ICT Skills in a Workplace	E1	2	20	R/504/1283
Using Number Skills in a Workplace	E1	2	20	Y/504/1284
Using Reading Skills in a Workplace	E1	2	20	R/504/1414
Using Writing Skills in a Workplace	E1	2	20	Y/504/1415
Working with Others	E1	2	20	D/504/1416
Optional Group B: The learner must achieve a minimum of 2 credits from Optional Group B for the Award and Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Carry out a Practical Activity in the Workplace	E1	2	20	D/504/1237
Feeding Animals	E1	2	20	H/504/1238
Induction to Work	E1	2	20	F/504/1411
Making a Product	E1	2	20	K/504/1239
Reading and Writing Key Words in a Workplace	E1	1	10	L/504/1413
Undertaking an Enterprise Project	E1	2	20	D/504/1240
Using ICT Equipment in the Workplace	E1	2	20	H/504/1241
Working as a Caretaker	E1	2	20	K/504/1242
Working as a Cleaner	E1	2	20	M/504/1243
Working as a Volunteer	E1	2	20	T/504/1244

Working in a Care Environment	E1	2	20	Y/504/1236
Working in a Garage	E1	2	20	H/504/1255
Working in an Office	E1	2	20	K/504/1256
Working in Catering	E1	2	20	M/504/1257
Working in Horticulture	E1	2	20	T/504/1261
Working in Hospitality	E1	2	20	Y/504/1267
Working in Retail	E1	2	20	A/504/1245
Working on a Farm	E1	2	20	L/504/1248
Working with Animals	E1	2	20	R/504/1252

Unit certification is available for all units.

Ascentis Entry Level Award and Certificate in Using Employability Skills (Entry 2)				
For the Award, the learner must achieve 8 credits. 2 credits must be achieved from the unit in the Mandatory Group. A minimum of 4 credits must be achieved from Optional Group A and a minimum of 2 credits must be achieved from Optional Group B. For the Certificate, the learner must achieve 14 credits. 2 credits must be achieved from the unit in the Mandatory Group. A minimum of 8 credits must be achieved from Optional Group A and a minimum of 2 credits must be achieved from Optional Group B. The remaining 2 credits can be achieved from any combination of units in Optional Groups A and B.				
Mandatory Group: The learner must achieve the unit in this group for the Award and Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Action Planning to Improve Performance	E2	2	20	L/504/1296
Optional Group A: The learner must achieve a minimum of 4 credits from Optional Group A for the Award. The learner must achieve a minimum of 8 credits from Optional Group A for the Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Applying for Jobs and Courses	E2	2	20	R/504/1297
Building Confidence and Self Esteem	E2	2	20	Y/504/1298
Dealing with Problems at Work	E2	2	20	M/504/1467
Decision Making in the Workplace	E2	2	20	T/504/1468
Follow Instructions in the Workplace	E2	2	20	M/504/1470
Health and Safety Procedures in the Workplace	E2	2	20	T/504/1471
Looking and Acting the Part in the Workplace	E2	2	20	M/504/1288
Making Career Choices	E2	2	20	T/504/1292
Managing Money	E2	1	10	A/504/1293
Preparing for and Taking Part in an Interview	E2	2	20	J/504/1295
Travelling to and from Work	E2	2	20	J/504/1474
Understanding a Pay Slip	E2	1	10	L/504/1475
Using Communication Skills in a Workplace	E2	2	20	R/504/1476
Using ICT Skills in a Workplace	E2	2	20	D/504/1478
Using Number Skills in a Workplace	E2	2	20	Y/504/1463
Using Reading Skills in a Workplace	E2	2	20	D/504/1464
Using Writing Skills in a Workplace	E2	2	20	H/504/1465
Working with Others	E2	2	20	K/504/1466
Optional Group B: The learner must achieve a minimum of 2 credits from Optional Group B for the Award and Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Carry out a Practical Activity in the Workplace	E2	2	20	M/504/1307
Feeding Animals	E2	2	20	T/504/1308
Induction to Work	E2	2	20	F/504/1473
Making a Product	E2	2	20	D/504/1450
Undertaking an Enterprise Project	E2	2	20	J/504/1300
Using ICT Equipment in the Workplace	E2	2	20	R/504/1302
Working as a Caretaker	E2	2	20	H/504/1451
Working as a Cleaner	E2	2	20	K/504/1452
Working as a Volunteer	E2	2	20	Y/504/1303
Working in a Care Environment	E2	2	20	K/504/1306
Working in a Garage	E2	2	20	J/504/1457
Working in an Office	E2	2	20	L/504/1458

Working in Catering	E2	2	20	R/504/1459
Working in Horticulture	E2	2	20	L/504/1461
Working in Hospitality	E2	2	20	R/504/1462
Working in Retail	E2	2	20	M/504/1453
Working on a Farm	E2	2	20	T/504/1454
Working with Animals	E2	2	20	F/504/1456

Unit certification is available for all units.

Ascentis Entry Level Award and Certificate in Using Employability Skills (Entry 3)				
For the Award, the learner must achieve 8 credits. 2 credits must be achieved from the unit in the Mandatory Group. A minimum of 4 credits must be achieved from Optional Group A and a minimum of 2 credits must be achieved from Optional Group B. For the Certificate, the learner must achieve 14 credits. 2 credits must be achieved from the unit in the Mandatory Group. A minimum of 8 credits must be achieved from Optional Group A and a minimum of 2 credits must be achieved from Optional Group B. The remaining 2 credits can be achieved from any combination of units in Optional Groups A and B.				
Mandatory Group: The learner must achieve the unit in this group for the Award and Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Action Planning to Improve Performance	E3	2	20	Y/504/1625
Optional Group A: The learner must achieve a minimum of 4 credits from Optional Group A for the Award. The learner must achieve a minimum of 8 credits from Optional Group A for the Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Applying for Jobs and Courses	E3	2	20	Y/504/1480
Building Confidence and Self Esteem	E3	2	20	K/508/5502
Dealing with Problems at Work	E3	2	20	T/504/1678
Decision Making in the Workplace	E3	2	20	T/504/1681
Follow Instructions in the Workplace	E3	2	20	J/504/1684
Health and Safety Procedures in the Workplace	E3	2	20	Y/504/1687
Looking and Acting the Part in the Workplace	E3	2	20	H/504/1482
Making Career Choices	E3	2	20	M/504/1484
Managing Money	E3	1	10	T/504/1485
Preparing for and Taking Part in an Interview	E3	2	20	D/504/1626
Travelling to and from Work	E3	2	20	H/504/1692
Understanding a Pay Slip	E3	1	10	Y/504/1673
Using Communication Skills in a Workplace	E3	2	20	J/504/1698
Using ICT Skills in a Workplace	E3	2	20	L/504/1699
Using Number Skills in a Workplace	E3	2	20	T/504/1700
Using Reading Skills in a Workplace	E3	2	20	A/504/1701
Using Writing Skills in a Workplace	E3	2	20	F/504/1702
Working with Others	E3	2	20	T/504/1695
Optional Group B: The learner must achieve a minimum of 2 credits from Optional Group B for the Award and Certificate.				
Title	Level	Credit Value	GLH	Unit Reference
Carry out a Practical Activity in the Workplace	E3	2	20	Y/504/1639
Feeding Animals	E3	2	20	M/504/1646
Induction to Work	E3	2	20	Y/504/1690
Making a Product	E3	2	20	A/504/1651
Undertaking an Enterprise Project	E3	2	20	J/504/1653
Using ICT Equipment in a Workplace	E3	2	20	H/504/1627
Working as a Caretaker	E3	2	20	K/504/1628
Working as a Cleaner	E3	2	20	K/504/1631
Working as a Volunteer	E3	2	20	F/504/1635
Working in a Care Environment	E3	2	20	L/504/1637
Working in a Garage	E3	2	20	R/504/1669

Working in an Office	E3	2	20	J/504/1670
Working in Catering	E3	2	20	R/504/1655
Working in Horticulture	E3	2	20	K/504/1659
Working in Hospitality	E3	2	20	H/504/1661
Working in Retail	E3	2	20	M/504/1663
Working on a Farm	E3	2	20	F/504/1666
Working with Animals	E3	2	20	L/504/1668

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for Entry 1 Award in Using Employability Skills is 80.
The recommended guided learning hours for Entry 1 Certificate in Using Employability Skills is 140.
The recommended guided learning hours for Entry 2 Award in Using Employability Skills is 80.
The recommended guided learning hours for Entry 2 Certificate in Using Employability Skills is 140.
The recommended guided learning hours for Entry 3 Award in Using Employability Skills is 80.
The recommended guided learning hours for Entry 3 Certificate in Using Employability Skills is 140.

Total Qualification Time (TQT)

The total qualification time for Entry 1 Award in Using Employability Skills is 80.
The total qualification time for Entry 1 Certificate in Using Employability Skills is 140.
The total qualification time for Entry 2 Award in Using Employability Skills is 80.
The total qualification time for Entry 2 Certificate in Using Employability Skills is 140.
The total qualification time for Entry 3 Award in Using Employability Skills is 80.
The total qualification time for Entry 3 Certificate in Using Employability Skills is 140.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for these qualifications.

Age Range of Qualification

These qualifications are suitable for learners aged 16-18 and 19+.

Opportunities for Progression

This qualification is designed to help break down barriers which prevent you from being successful at work. It is not designed to lead to a specific job but will help you as you begin your journey towards working. It will help you to develop skills required for supported employment such as supported internships.

You should take the Award if you need a short introduction to employability skills to support your journey towards being able to enter employment.

You should take the Certificate if you need a reasonable length programme of employability skills to support your journey towards being able to enter employment.

You should take the Diploma if you need an extended period of study of employability skills to support your journey towards being able to enter employment.

Mapping/Relationship to National Occupational Standards

These qualifications are not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

Ascentis has devised a suite of learner workbooks and tutor presentation resources to support units within this qualification. The workbooks should support the delivery of the qualification but should not represent the sole learning material within the respective unit. They have been carefully designed and mapped to most assessment criteria however, due to the nature of some assessment criteria, additional evidence may be

required and tutors should always ensure this. The tasks can be contextualised to meet specific needs of learners and emerging local employment needs. Please refer to the separate Employability Resource Mapping Document available on the Ascentis electronic portal to identify the appropriate workbook for the units you are delivering.

Many Ascentis units include suggested content to support wider learning opportunities across three priority areas:

- Digital
- Well-being
- Sustainability.

They are not compulsory and do not form part of the assessment. They are suggestions for tutors who may wish to link the unit content into these areas to further support learner progression in education, training and work.

Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver these qualifications. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, refer to the latest version of the product catalogue.

Status in England, Wales and Northern Ireland

These qualifications are available in England and Northern Ireland. They are only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of reasonable adjustments and special considerations are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*[1]. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

[1] In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Audio recordings
- Self-assessments
- Workbook activities
- Final multiple-choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity, they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Tracking sheets for the Mandatory units are found in Appendix 2 and optional unit tracking sheets can be found in the login area of the Ascentis website.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e., consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be verified in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements.
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification.
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment.

External Quality Assurers will usually do this through discussion with the assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis website.

Entry 1 Unit Criteria

Mandatory Group Unit Criteria:

UNIT SPECIFICATIONS

Unit Title: Action Planning to Improve Performance
Unit Reference Number: L/504/1234

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

This unit enables learners to recognise their strengths from given material and select one area of self-improvement. The learner will then select one target to achieve improvement in a chosen area and discuss how it might be achieved with a relevant person.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise their strengths.	1.1. Recognise, from given material, three of their strengths.
2. Be able to recognise areas for self improvement.	2.1. Choose, from given material, one priority area for self-improvement.
3. Be able to identify a personal target for improvement.	3.1. Recognise, from given material, one target which will help to improve their performance in the priority area.
	3.2. Communicate the target and how it might be achieved.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Strengths may include speaking, reading, writing, number skills, measuring, money, shape, being healthy, keeping safe, dealing with problems, getting on with people, visiting places, getting information from ICT, using ICT, following instructions etc. Areas for self-improvement may include communications, mathematical, ICT, independent living, engaging with the world. A target may be communicated to a tutor, teacher, support assistant, peers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing. • Learners might use a range of online tutorial videos that encourage development of digital skills e.g. YouTube.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family, or gaining confidence to build new connections with new people **Being Active:** making changes to increase levels of physical activity. **Give:** giving time and energy to others, such as volunteering or supporting a friend.	Learners could: • Consider this as an area to improve their own understanding as there is a growing emphasis placed on sustainability and the impacts our personal choices have on our environment. It is seen as an opportunity to change our habits.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

UNIT SPECIFICATIONS

Unit Title: Making Career Choices
Unit Reference Number: A/504/1231

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

In this unit, learners will think about the requirements of different jobs and identify an employment, training or education option that is suitable for themselves.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to link requirements to specific jobs.	1.1. Communicate three jobs or careers they know about.
	1.2. Indicate a requirement for each of the three jobs or careers.
2. Be able to identify alternatives to paid employment.	2.1. Indicate one alternative to paid employment.
3. Be able to identify an employment, training or education option for themself.	3.1. Choose an employment, training or education option for themself.
	3.2. Indicate where to find some information about the option chosen.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Learners will discuss three jobs or careers that are known to them and indicate the specific requirements of each of the jobs selected. Job requirements may include skills, knowledge, attitudes and behaviours expected specific to the job roles selected. Alternatives to paid employment may include training courses, education (school or colleges), volunteering, work experience etc. Information about employment, training and education options may come from school/college prospectus, websites, job centres and agencies, newspapers, library, careers guidance officer etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify existing digital skills that would be beneficial to them in a job or training environment. • Talk about digital skills/tools that they could practise in the future to support them in a chosen area of work.	Learners could: • Talk about the positive feelings of well-being they experience when they complete training.	Learners could: • Talk about jobs that link to sustainability and the environment (recycling, green energy, greener transport, construction).

Assessment Method

As an E1 unit it is expected that the learner requires some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Dealing with Problems at Work
Unit Reference Number: A/504/1407

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

This unit aims to develop skills in dealing with problems in a workplace setting. It enables learners to recognise that a problem at work exists, communicate the problem to relevant people and actively take part in solving the problem.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be aware of problems when they arise in the workplace.	1.1. Recognise there is a problem in the workplace.
	1.2. Indicate how the problem affects them.
	1.3. Indicate one action they could take when a problem arises in the workplace.
2. Know who to ask for help when a problem arises in the workplace.	2.1. Indicate two people who can help solve a problem in the workplace.
	2.2. Select someone to help solve a problem in the workplace.
3. Be able to participate in solving a problem in the workplace.	3.1 Participate in solving a problem in the workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Problems at work may include targets not being met, poor working relationships, people not working as expected, workload too heavy, skills and achievements not being recognised etc.

Solving problems involves:

- Identify the problem
- Taking action
- Discussing the problem with relevant people
- Seeking the assistance of someone to solve the problem
- Actively taking part in solving the problem

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Identify the feelings that they might relate to problems experienced in the workplace (worry, anxiety, low mood, lack of motivation etc). • Talk about how to control negative feelings that impact their well-being, such as talking to someone about any worries, relaxation and breathing exercises to manage feelings of anxiety. • Benefit from knowing personal skills they might develop to support problems experienced at work e.g. building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Health and Safety Procedures in the Workplace
Unit Reference Number: A/504/1410

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

This unit develops an understanding of health and safety in the workplace and ensure that individuals carry out tasks that ensures workplace safety.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise health and safety procedures.	1.1. Indicate what to do in an emergency.
	1.2. Indicate a basic health and safety sign in the workplace.
	1.3. Indicate a basic health and safety symbol in the workplace.
	1.4. Indicate who to go to if they need help or support in the workplace.
2. Be able to carry out tasks with regard to health and safety in the workplace.	2.1. Indicate health and safety procedures when carrying out a task in the workplace.
	2.2. Participate in keeping their work area clean and tidy.
	2.3. Participate in using equipment or tools for a task in the workplace safely.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Emergencies might include fire, accidents, illnesses, injury etc.

Health and Safety signs relate to prohibited actions, warning signs, mandatory signs, safe conditions signs, fire related signs.

Health and safety symbols include images used to convey messages such as in no smoking signs, hazard signs, protective equipment signs etc.

Help and support may come from supervisor, manager, colleagues, health and safety officer etc.

Working safely involves:

- Knowing the correct procedures for carrying out tasks
- Keeping the work area clean and tidy
- Using equipment and tools in line with instructions
- Following signs

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Talk about relationships between health and safety in the workplace and overall well-being in the workplace. A working environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive/supported. • Think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working with Others
Unit Reference Number: D/504/1416

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

This unit develops skills in working with others so that the learner can actively take part in a given group activity, seeking help and assistance, as necessary, from a relevant person.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to work with others.	1.1. Indicate one ground rule to follow when working with others.
	1.2. Indicate who to work with on a given group activity.
	1.3. Indicate their own role in a given group activity.
2. Be able to participate in a given group activity.	2.1. Indicate steps to be undertaken in a given group activity.
	2.2. Indicate their tasks within a given group activity.
	2.3. Indicate who to ask for help or support whilst taking part in a given group activity.
3. Be able to review their role in working with others.	3.1. Indicate what went well when working with others.
	3.2. Indicate what they found difficult when working with others.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ground rules may include not interrupting each other, not criticising others, respecting others, observing confidentiality, agreeing task outcomes and achievements, being on time, agree roles and responsibilities etc.

Participating in a group involves:
- Agreeing task and outcomes
- Understanding role within the group
- Identify people who may provide help or support
- Carry out tasks as agreed

Reviewing own role involves:
- Considering what went well
- Considering what was found to be difficult

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Identify the feelings that they might relate to working with others both positive and negative. • Benefit from knowing personal skills they might develop working with others (e.g. listening, cooperation, confidence). • Reflect on their connections and interactions with others. **Connect** is one of the Five Ways to Well-being.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Managing Money
Unit Reference Number: F/504/1232

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 1

In this unit, learners will understand regular sources of income and expenditure and be able to identify coins and notes so that they can use to pay for an item without requiring change.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand regular sources of income.	1.1. Indicate regular sources of income.
2. Understand regular expenditure.	2.1. Indicate regular expenditure.
3. Be able to recognise coins and notes.	3.1. Identify coins and notes.
	3.2. Indicate which coin or note to use to pay for an item when no change is required.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Regular sources of income may include wages, pocket money or allowances, state benefits etc. Regular expenditures may include rent/mortgage, utility bills, mobile phone charges, food, clothes, bus or train fares etc. Coins and notes include 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Create simple spreadsheets for income and expenditure.	Learners could: • Discuss how feeling in control of their own money makes them feel better. • Benefit understanding money and how to pay for items with coins and notes.

Assessment Method
As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Looking and Acting the Part in the Workplace
Unit Reference Number: F/504/1280

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

This unit enables learners to understand the appropriate personal presentation and personal hygiene for their working environment and how to conduct themselves in the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify clothing and footwear for the workplace.	1.1. Indicate what clothing should be worn in a given workplace.
	1.2. Indicate which footwear should be worn in a given workplace.
	1.3. Indicate one reason why personal presentation is important.
2. Know the importance of personal hygiene.	2.1. Identify personal hygiene routines.
3. Know how to conduct themself at work.	3.1. Indicate a rule in a workplace.
	3.2. Indicate language that should not be used in the workplace.
	3.3. Indicate behaviour that should be used in the workplace.
	3.4. Indicate which day/s they attend work.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Clothing may include formal wear (suits, shirts, ties etc), informal wear, uniforms, protective wear etc.

Footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc.

Personal presentation is important to protect the image of the organisation, keep the individual safe and protected from harm, be recognised as a member of staff etc.

Personal hygiene relates to keeping clothes clean and tidy, bathing and showering regularly, grooming and washing hair regularly, using deodorants, brushing teeth daily etc. These personal hygiene practices are important for an individual's overall health and well-being both in and out of the workplace.

Rules in the workplace may relate to timekeeping and punctuality, personal presentation, behaviours and codes of conduct, health and safety etc.

Language that should not be used in the workplace includes swearing, offensive language, abusive language, racist language etc.

Behaviour that is unacceptable in the workplace includes bullying, name calling, gossiping, spreading rumours, being unkind, harassing others, discrimination, aggression etc

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use the internet to help find appropriate clothing choices. • Use digital skills to look for and buy clothes, shoes and toiletries online.	Learners could: • Discuss their feelings on looking the part and how this brings an overall sense of well-being and self-esteem. • Benefit from the personal skills gained when knowing how to conduct themselves at work.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Decision Making in the Workplace
Unit Reference Number: F/504/1408

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to develop skills in actively taking part in decision making at work.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to participate in a decision-making situation at work.	1.1. Indicate when a decision needs to be made in the workplace.
	1.2. Participate in a decision-making situation at work.
2. Be able to work with others in the workplace to make a decision.	2.1 Participate in activities which require them to interact with other people in the workplace to make a decision.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Decision making involves:

- Identifying the problem or task
- Gathering information
- Considering solutions
- Choosing an appropriate solution
- Implementing decision and actions
- Reviewing outcomes

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Think about how developing skills and experiences benefits their well-being in different ways:

Connecting: talking and building connections with others in the workplace can increase confidence and positivity in an individual's well-being.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Preparing for and Taking Part in an Interview
Unit Reference Number: J/504/1233

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

Through this unit, learners will be able to prepare for and take part in an interview.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to prepare for an interview.	1.1. Indicate what to wear for an interview.
	1.2. Indicate how to get to an interview.
2. Be able to take part in an interview.	2.1. State two pieces of information about themself to use in an interview situation.
	2.2. Indicate how to behave in an interview situation.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Preparing for an interview involves:

- Deciding what to wear that is appropriate for the chosen workplace
- Finding out how to get to the interview (car, train, bus, on foot)
- Gathering information about self to use at interview
- Using breathing and relaxation techniques to remain calm

If the interview is held online, preparation could include:

- Reliable internet connection
- A suitable digital device (laptop/tablet/ Smartphone)
- Access to the appropriate software (Teams/ Zoom etc.)
- The visible area seen on camera is clean and tidy/appropriate background is used

Good interview behaviours include arriving/logging on time, appropriate greeting, personal presentation, listening, speaking clearly, answering questions, responding to questions etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use the internet to find out the best way to travel to the interview, using online timetables for the bus/train. • Write lists on their smartphone/laptop/tablet with information about themselves that could be used at the interview.	Learners could: • Benefit from mindfulness techniques in preparation for the interview. • Feel self-confident in the correct clothing worn for the interview. • Reflect on how developing skills and experiences benefits their own well-being in different ways: **Connecting**: work with others, using role play to take turns to practice interview skills and think about how it can support self-confidence and awareness.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Travelling to and from Work
Unit Reference Number: J/504/1281

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

In this unit, learners will know different ways of travelling to and from work and select the most appropriate way for their own workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different types of transport.	1.1. Indicate ways of travelling to and from work.
	1.2. Indicate a way to travel to and from their workplace.
2. Know how to get to work.	2.1. Indicate how to get to work.
	2.2. Indicate what days they have to be at work.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Ways of travelling to and from work include on foot, by bus, by train, by car etc. Learners will be required to indicate the route that they will take to get to work. This can be done by using a route planner, showing timetables, accessing travel app or using a local map.

Suggested opportunities to develop wider awareness, learning and skills		
Digital Skills	**Well-being**	**Sustainability**
Learners could: • Use an app for bus/train timetables to get to and from work. • Use a map on their smartphone to help find the best route to work.	Learners could: • Identify how they feel about planning their journey; confident, nervous, excited. • Reflect on how developing skills and experiences benefits their own well-being in different ways: **Being Active**: Walking to/from work, or getting off the bus a stop earlier helps individuals to increase their physical activity, which has great benefits for a person's well-being.	Learners could: • Begin to think about how some of the ways they travel are sustainable and better for the environment for example, walking, cycling, car sharing public transport.

Unit Title: Follow Instructions in the Workplace
Unit Reference Number: J/504/1409

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

In this unit, learners will know how instructions may be given at work and follow instructions to complete an activity in the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how instructions are given in the workplace.	1.1. Indicate a way instructions can be given in the workplace.
2. Be able to follow instructions in the workplace.	2.1. Participate in following instructions to complete an activity in the workplace.
	2.2. Indicate a way to carry out instructions safely in the workplace.
	2.3. Indicate how well they carried out the instructions.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Instructions may be given by one to one, face to face, in group meetings, in writing (emails, documents, manuals, procedures etc), by telephone etc.

Following instructions involves:

- Listening carefully
- Paying attention
- Asking questions to seek clarification

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Access instructions via email or word-processed documents.	Learners could: • Reflect and talk about how being able to follow instructions clearly benefits their well-being e.g. increased confidence, responsibility.

Assessment Method
As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Using Communication Skills in a Workplace
Unit Reference Number: K/504/1404

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

This unit outlines the communication skills necessary to carry out tasks in the workplace and requires learners to think about their existing communication skills and those that need to be developed.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know communication skills needed in a workplace.	1.1. Indicate tasks which need communication skills in the workplace.
2. Be able to identify their communication skills that need to be developed for a workplace.	2.1. Indicate the communication skills needed for their job role in a workplace.
	2.2. Indicate their communication skills that need to be developed.
	2.3. Indicate how communication skills are to be developed.
3. Be able to develop communication skills in a workplace.	3.1. Participate in activities to develop their communication skills in a workplace, as directed.
	3.2. Use communication skills in their job role in a workplace, as directed.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require communication skills may include giving and receiving instructions, taking part in straight forward discussions, giving and receiving information etc.

Communication skills may include listening, speaking, non-verbal body language, tone and pitch, volume, being open-mined, respect for others etc.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learner could: • Use word processed documents, chat functions or emails to communicate with others in their workplace.	Learner could: • Reflect on how developing skills and experiences benefits their own well-being in different ways: **Connecting**: connect with colleagues in a workplace by asking questions, listening and recalling information about individuals. This can increase an individual's well-being as they begin to form working relationships and friendships therefore encouraging satisfaction in the workplace.

Unit Title: Applying for Jobs and Courses
Unit Reference Number: R/504/1235

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

Thorough this unit, learners will know different ways of applying for a job or course and select information that may be used to support an application.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to apply for a job or course.	1.1. Indicate a way of applying for a job or course.
	1.2. Indicate the information needed to complete an application.
2. Know how to support an application for a job or course.	2.1. Indicate, from a given choice, a piece of information that can be used to support an application.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ways of applying for a job or course may include creating a CV, filling in an application form (both paper based and online), in person, by telephone, through an agency or uploading a CV to a job market website, social media (LinkedIn) etc.

Information needed to complete a job or course application include personal details (name, address, contact number, email address), qualifications and courses undertaken, work experience.

Information that may support an application may include certificate, references, testimonials, examples of work etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital Skills	**Well-being**	**Sustainability**
Learners could: • Word process their CV, covering letter etc. • Fill in an online application form. • Use search engines/internet for job searches. • Upload their CV, covering letter, personal statement to a job agency or job they wish to apply for. • Use digital skills to scan supporting information, such as certificates.	Learners could: • Consider activities that they take part in which promote their individuality and positive well-being. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction).

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Using ICT Skills in a Workplace
Unit Reference Number: R/504/1283

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

In this unit, learners will demonstrate their ability to use ICT in their role within the workplace and identify any ICT skills that need further development. Learners will take part in activities to develop ICT skills as required.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use ICT in a workplace	1.1. Indicate tasks which require ICT skills in a workplace.
2. Be able to identify their ICT skills that need to be developed for a workplace.	2.1. Indicate the ICT skills needed for their job role in a workplace.
	2.2. Indicate their ICT skills that need to be developed.
	2.3. Indicate actions required to develop their ICT skills.
3. Be able to develop ICT skills in a workplace.	3.1. Participate in activities to develop their ICT skills in a workplace, as directed.
	3.2. Use ICT skills in their job role in a workplace, as directed.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks involving ICT may include using computers, Smartboards, interactive screens, email systems, telephones and Smartphones.

ICT skills required in the workplace may include using ICT for given purpose, keeping access to information secure by using a secure password (password to include a combination of: upper an lower case letter, a number and a special character), finding information from text message, voicemail or on-screen information, email, identifying and correct simple errors, labelling an image, receiving and opening electronic messages.

Development activities may include courses and training, observing others, practising, self-learning etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Build their digital skills, using smartphones, tablets and laptops. • Understand ways they can use ICT in the workplace, such as sending emails, using the internet. • Open and work on different documents, using simple word processing application or spreadsheets.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Using Reading Skills in a Workplace
Unit Reference Number: R/504/1414

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to consider the reading skills that are required for a role within the workplace, identifying reading skills that need to be developed and taking part in activities to develop such skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know reading skills in a workplace.	1.1. Indicate tasks which require reading skills in a workplace.
2. Be able to identify their reading skills that need to be developed for a workplace.	2.1. Indicate reading skills needed for their job in a workplace.
	2.2. Indicate their reading skills that need to be developed.
	2.3. Indicate actions required to develop their reading skills.
3. Be able to develop reading skills in a workplace.	3.1. Participate in activities to develop their reading skills in a workplace.
	3.2. Use reading skills in their job role in a workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require reading skills may include reading emails, simple documents, notes, notices and signs etc.

Reading skills involve reading correctly simple words, read simple sentences containing one clause, understand a short piece of text on a simple subject.

Development activities may include courses and training, practising, self-learning etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use emails to encourage reading.	Learners could: • Discuss the feeling of well-being when developing their skills reading documents in the workplace. • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Building Confidence and Self Esteem
Unit Reference Number: T/504/1230

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of the unit is to develop an understanding of confidence and self-esteem, identifying ways in which these can be developed and recognising feelings that go with high and low confidence and self-esteem**.**

Learning Outcomes	Assessment Criteria
The learner will be able to:	The learner can:
1. Understand what confidence and self-esteem are.	1.1. Indicate what confidence and self-esteem are.
2. Understand how confidence and self-esteem can be damaged.	2.1. Indicate a way in which confidence and self-esteem can be damaged.
3. Understand a way of building confidence and self- esteem.	3.1. Indicate a way of building their confidence and self-esteem.
	3.2. Indicate a way of building another person's confidence and self-esteem.
4. Understand feelings surrounding confidence and self-esteem.	4.1. Indicate a good feeling that goes with confidence and self-esteem.
	4.2. Indicate a feeling that goes with low confidence and low self- esteem.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Confidence may be defined as 'a belief in yourself and what you can do'.

Self-esteem is defined as the attitude that you have towards yourself.

Self-esteem and confidence may be damaged by illness, abuse, family issues such as divorce or separation, poor childhood experiences, bereavement, being bullied etc.

Ways of building confidence and self-esteem include exercising regularly, focus on successes, get support when needed, make a list of positives, eat well, don't make comparisons between yourself and others, don't dwell on mistakes, set attainable goals etc.

Positive feelings of confidence and self-esteem links to the overall health and well-being of a person. Good feelings that go with confidence and self-esteem include feeling good about yourself, feeling happy, knowing what you are good at, enjoying life.

Feelings that go with low confidence and self-esteem include feeling bad about yourself, how you think others see you, worrying about what they think about you, treating yourself badly, feeling worthless, not being sure of your ability and skills, fear of failure.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use the internet to safely research tips to building personal confidence and self-esteem.	Learners could: • Discuss the sense of well-being that comes with self-esteem and confidence. • Think about how taking notice and giving compliments to others can increase their own confidence and positive sense of well-being. • Describe ways that they can build their own confidence and self-esteem.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Using Number Skills in a Workplace
Unit Reference Number: Y/504/1284

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

In this unit, learners will identify the number skills needed in the workplace and take steps to improve their own number skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know number skills needed in a workplace.	1.1. Indicate tasks which need number skills in a workplace.
2. Be able to identify their number skills that need to be developed for a workplace.	2.1. Indicate number skills needed for their job role in a workplace.
	2.2. Indicate their number skills that need to be developed to use in a workplace.
3. Be able to develop number skills in a workplace.	3.1. Participate in activities to develop their number skills in a workplace, as directed.
	3.2. Use number skills in their job role in a workplace, as directed.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require number skills may include handling money, preparing documents containing numbers, measuring products or ingredients, using time etc.

Number skills involve number recognition, reading and writing numbers to 20, adding and subtracting to 20, using simple fractions such as halves, money, time, measuring length, height, weight and volume, shapes and space, simple statistics.

Development activities may include courses and training, practising, self-learning etc.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Discuss their feelings of increased confidence and positivity when developing their number skills in the workplace.
- Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Using Writing Skills in a Workplace
Unit Reference Number: Y/504/1415

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

In this unit, learners will identify the writing skills needed in the workplace and take steps to improve their own writing skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know writing skills needed in a workplace.	1.1. Indicate tasks which require writing skills in a workplace.
2. Be able to identify their writing skills that need to be developed for a workplace.	2.1. Indicate writing skills needed for their job in a workplace.
	2.2. Indicate their writing skills that need to be developed.
	2.3. Indicate actions required to develop their reading skills.
3. Be able to develop writing skills in a workplace.	3.1. Participate in activities to develop their writing skills in a workplace.
	3.2. Use writing skills in their job role in a workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require writing skills may include writing notes, short letters, emails, notices, messages etc.

Writing skills involve punctuating simple sentences with a capital letter and a full stop, use a capital for the pronoun 'I' and first letter of proper nouns, write the letter of the alphabet in sequence and in upper and lower case, spell words correctly, communicate information in words, phrases and simple sentences.

Development activities may include courses and training, practising, self-learning etc.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Compose emails and word-processed documents to show writing skills in the workplace.	Learners could: • Discuss the feeling of well-being when developing their skills writing documents in the workplace. • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Assessment Method
As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working in Retail
Unit Reference Number: A/504/1245

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working within a retail environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in a retail workplace.	1.1. Follow health and safety rules in a retail workplace.
	1.2. Participate in fire procedures in a retail workplace.
2. Know types of equipment used in a retail workplace.	2.1. Identify types of equipment used in a retail workplace.
	2.2. Indicate their use of equipment in a retail workplace.
3. Be able to use a piece of equipment safely in a retail workplace.	3.1. Participate in accessing a piece of equipment in a retail workplace.
4. Know where to store different types of equipment used in retail workplaces.	4.1. Identify where equipment used in retail workplaces should be stored.
5. Be able to recognise when equipment is unsafe.	5.1. Identify signs that equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used in retail may include cash registers and tills, various bags, baskets, open and closed signs, security systems, shelves, racks, hangers, pricing equipment etc.

Equipment may be stored in stock rooms, shop floor, offices etc. Equipment and stock may produce waste that should be recycled, learners can develop a basic awareness of recycling procedures that can be followed to encourage sustainability in the retail workplace.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Discuss personal feelings of positivity and emotional well-being when learning about the retail workplace. • Connect and work with others and encourage role play of retail workplace.	Learners could: • Describe how stock can be recycled or reused if it is no longer fit for sale. • Ensure recycling procedures are followed to show sustainability in the retail workplace. • Think about packaging and how the use of plastic bags is bad for the environment.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Carry out a Practical Activity in the Workplace
Unit Reference Number: D/504/1237

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

In this unit, learners will demonstrate their ability to carry out a practical activity in the workplace and show how they can use appropriate equipment and materials and working safely complete the task.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to plan a practical activity in a workplace.	1.1. Indicate the practical activity to be carried out in a workplace.
	1.2. Indicate some of the materials and/or equipment they will need.
	1.3. Indicate steps within the activity.
2. Be able to carry out a practical activity in the workplace.	2.1. Participate in using materials and/or equipment to carry out an activity in the workplace.
	2.2. Identify who to ask for help or support with the activity.
3. Be able to work safely.	3.1. Participate in using materials and equipment safely to carry out an activity.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The practical activity will vary depending on the learner's workplace. Learners should be supported and prompted to select an appropriate activity.

The equipment and materials will vary depending on the activity chosen. Learners should be supported and prompted to select appropriate materials, resources and equipment.

Participating in an activity involves:

- Using the correct materials or equipment for the task
- Completing activities as required by role
- Identifying who to ask for support with the activity
- Using the materials and equipment safely

Working safely may involve use of protective equipment and clothing, dealing with hazardous substances, knowing prohibited activities such as no smoking or unauthorised access, following signs and notices, etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Discuss the positive feelings of well-being when carrying out a practical activity in the workplace.	Learners could: • Have an awareness for recycling procedures and ensure they are followed correctly.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Undertaking an Enterprise Project
Unit Reference Number: D/504/1240

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

Through this unit, learners will be able to select, from a given list, a product to sell as part of an enterprise project and choose a suitable venue to sell their product from a range of options. They will demonstrate an understanding of the equipment and resources necessary to sell chosen product and take part in the enterprise project.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select a product to sell to a particular target market.	1.1. Indicate a product to sell from a given list.
	1.2. Indicate the most popular product to sell for a particular market from a given range of items.
2. Be able to select a suitable venue to sell the chosen product.	2.1. Indicate a suitable venue to sell the chosen product, from a range of options.
3. Understand the equipment/resources needed to sell the chosen product.	3.1. Indicate what equipment and/or resources will be needed when selling the chosen product.
4. Be able to participate in an enterprise project.	4.1. Indicate their role in an enterprise project.
	4.2. Indicate what aspects of an enterprise project they enjoyed.
	4.3. Indicate what aspects of an enterprise project they found difficult.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learners should be supported and prompted to select a product to sell as part of an enterprise project from a given list. Examples of products may be cupcakes, bookmarks, craft products etc.

Venues for selling products may include at school or college, at a craft fair, in person to family and friends, a pop-up shop etc.

The equipment and resources will vary depending on the product being sold. Learners should be supported and prompted to select appropriate materials, resources and equipment.

Participating in an enterprise project involves:

- Understanding own role
- Completing activities as required by role
- Thinking about what aspects were most enjoyable
- Thinking about aspects that were difficult

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use search engines to find venues to sell products. • Use digital skills to create posters and promotional material.	Learners could: • Discuss the positive feelings of well-being when undertaking an enterprise project. • Think about how they could work with others on a project, and how that might support their positivity, performance and well-being in the project. • Identify the feelings that they might relate to working with others both positive and negative.	Learners could: • Think about creating something environmentally friendly.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Induction to Work
Unit Reference Number: F/504/1411

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of the unit is to provide learners with an induction into work. It will look at the various locations in the workplace and identify key members of staff. Learners will know who to go to for support and understand their own role within the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know key locations in a workplace.	1.1. Show two key locations within a workplace.
2. Know key members of staff in a workplace.	2.1. Indicate a key member of staff in a workplace.
	2.2. Indicate who to go to for support in a workplace
3. Understand own role in a workplace.	3.1. Demonstrate tasks carried out by themself in a workplace.
4. Be able to stay safe in a workplace.	4.1. Demonstrate health and safety measures in a workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Key locations in the workplace will vary depending on the working environment but may include offices and administration, reception area, human resources, finance, production and manufacturing, storage and supplies, IT support, cleaning and maintenance, canteens and refectories, sales floor, warehousing etc.

Key members of staff may include supervisors and managers, human resources manager, colleagues etc. There are staff that can offer support for work related tasks and learning new skills, and there are staff who support an individual's well-being in the workplace.

Tasks carried out in the workplace will vary depending on the working environment. Learners should be supported and prompted to identify relevant tasks within their role.

Staying safe may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Develop personal digital skills dependant on the workplace (use of Microsoft tools, internet, websites).	Learners could: • Engage in tasks within the workplace that provide feelings of well-being. • Think about how new skills build their self-confidence.	Learners could: • Familiarise themselves with the procedures for recycling and energy saving in a workplace.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Feeding Animals
Unit Reference Number: H/504/1238

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to develop skills to feed animals. Learners will understand how to feed animals safely and clean feeding equipment after use.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working with animals.	1.1. Identify health and safety rules when working with animals.
2. Be able to feed animals.	2.1. Indicate where feeding equipment is stored.
	2.2. Indicate that feeding equipment is clean before use.
	2.3. Indicate which food to give to the animal.
	2.4. Participate, with support, in feeding an animal.
	2.5. Participate, with support, in cleaning feeding equipment after use.
3. Be able to reflect on own performance.	3.1. Indicate what went well when feeding an animal.
	3.2. Indicate what might be improved when feeding an animal.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, prohibited activities such as no smoking or unauthorised access, following signs and notices, etc.

Feeding equipment may include bowls, drinking bottles, buckets, scoops, jugs, troughs, mangers etc.

Learners should be supported and prompted to identify and select appropriate feed for the animal being fed.

Reflecting on own performance involves:
- Thinking about what went well
- Thinking about what could have been done better
- Indicating improvements in future practice.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Reflect and discuss with others the positive feelings of well-being experienced when working with animals. • Reflect on what went well and what could be improved.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Using ICT Equipment in the Workplace
Unit Reference Number: H/504/1241

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for using ICT in a workplace setting. Learners will develop an understanding of the safety rules and the types of ICT equipment used in the workplace and be able to demonstrate appropriate use of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know types of information and communication technology used in a workplace.	1.1. Identify types of information and communication technology used in a workplace.
	1.2. Indicate their use of information and communication technology in a workplace.
2. Know health and safety rules when using ICT equipment in the workplace.	2.1. Identify health and safety rules when using ICT equipment in the workplace.
3. Be able to recognise when equipment may be unsafe.	3.1. Identify signs that ICT equipment may be unsafe.
4. Be able to use a piece of ICT equipment in a workplace.	4.1. Participate in accessing a piece of ICT equipment in a workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Information and Communication Technology used in the workplace may include equipment such as printers, Smartphones, tablets, Smartboards, interactive screens, laptops, headsets, sign in screens photocopiers etc, using the internet and intranet, using word processing, spreadsheets and presentation software, collaborative tools (such as Google Docs, Trello, Teams), using telephones and video calling equipment.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances (such as toner, inks etc), following signs and notices, screen height, seating position when at a work station, taking regular screen breaks etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Reflect on the digital skills used and how they can be used in the workplace. • Discuss digital skills/tools that they could develop.	Learners could: • Follow safety procedures when using IT equipment to ensure well-being.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working in a Garage
Unit Reference Number: H/504/1255

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working within a garage environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in a garage.	1.1. Follow health and safety rules in a garage.
	1.2. Participate in fire procedures in a garage.
2. Know types of equipment used in a garage.	2.1. Identify types of equipment used in a garage.
	2.2. Indicate their use of equipment in a garage.
3. Be able to use a piece of equipment safely in a garage.	3.1. Participate in accessing a piece of equipment in a garage safely.
4. Know where to store different types of equipment.	4.1. Identify where equipment should be stored.
5. Be able to recognise when equipment is unsafe.	5.1. Identify signs that equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used in a garage may include hand tools, electric tools, battery chargers, car jacks, car ramps, engine cranes, engine stands, trolleys, body repair kits etc.

Equipment may be stored in racking, shelving, tool chests and trolleys, wall mountable storage, hazardous substances cabinets etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment and stock may produce waste that should be recycled, learners can develop a basic awareness of recycling procedures that can be followed to encourage sustainability in the workplace.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Reflect on and discuss the positive feelings of well-being associated with upskilling and learning about working in a garage.	Learners could: • Describe how stock can be recycled or reused. • Ensure recycling procedures are followed to show sustainability in the workplace. • Think about the impact of vehicles and their impact on the environment and changing technologies such as hybrid and electric vehicles.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Making a Product
Unit Reference Number: K/504/1239

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

In this unit, learners will choose suitable materials and equipment to make a product. They will work in line with health and safety rules and store equipment and materials appropriately.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know safety rules when making a product.	1.1. Follow health and safety rules when making a product.
2. Be able to choose suitable materials to make a product.	2.1. Identify materials to make a product.
	2.2. Indicate their use of materials when making a product.
3. Know types of equipment used to make a product.	3.1. Identify equipment to make a product.
	3.2. Indicate their use of equipment when making a product.
4. Be able to use a piece of equipment to make a product.	4.1. Participate in using a piece of equipment to make a product safely.
5. Know where to store materials and equipment.	5.1. Identify where equipment and materials should be stored.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Materials and equipment to make a product will vary depending on the product being made. Learners should be supported and prompted to identify suitable materials and equipment.

To use equipment safely the learner should use it in accordance with instructions and manual, use safety guards and devices, check maintenance of equipment, identify signs of wear and damage etc.

Equipment may be stored in cupboard, cabinets, storerooms, drawers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use a search engine to carry out research for developing a product.	Learners could: • Describe the feelings of satisfaction and positivity that they gain from making and completing a product.	Learners could: • Ensure recycling procedures are followed. • Think about safe and responsible disposal of hazardous products and chemicals when developing a product.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working as a Caretaker
Unit Reference Number: K/504/1242

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working as a caretaker. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working as a caretaker.	1.1. Follow basic health and safety rules when caretaking.
	1.2. Participate in fire procedures when caretaking.
2. Know types of caretaking equipment.	2.1. Identify types of equipment used in caretaking.
	2.2. Indicate their use of equipment when caretaking.
3. Be able to use a piece of caretaking equipment safely.	3.1. Participate in accessing a piece of caretaking equipment safely.
4. Know where to store different types of caretaking equipment.	4.1. Identify where equipment used for caretaking should be stored.
5. Be able to recognise when caretaking equipment may be unsafe.	5.1. Identify signs that caretaking equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used in caretaking may include cleaning equipment (such as mops and buckets, heavy duty floor polishers, vacuum cleaners etc), cleaning products and chemicals, maintenance tools and equipment, gardening tools and equipment etc.

Equipment may be stored in secure storerooms, hazardous substance cabinets, stock rooms etc. Equipment and stock used in caretaking may produce waste that should be disposed of in an environmentally friendly way. Learners can develop a basic awareness of recycling and procedures for disposal of chemical containers that can be followed to encourage sustainability in the workplace.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Discuss the positive feelings of well-being and satisfaction in developing in the caretaker role. • Recognise how working with others can be beneficial to overall health and well-being.	Learners could: • Ensure recycling procedures are followed correctly. • Think safe and responsible disposal of cleaning products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working in an Office
Unit Reference Number: K/504/1256

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working within an office environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in an office.	1.1. Follow health and safety rules in an office.
	1.2. Participate in fire procedures in an office.
2. Know types of equipment used in an office.	2.1. Identify types of equipment used in an office.
	2.2. Indicate their use of equipment in an office.
3. Be able to use a piece of equipment in an office safely.	3.1. Participate in accessing a piece of equipment used in an office safely.
4. Know where to store different types of equipment.	4.1. Identify where equipment should be stored in an office.
5. Be able to recognise when equipment is unsafe.	5.1. Identify signs that equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures, computer set up, clear desk policies, reporting safety related issues to correct member of staff, etc.

Equipment used in an office may include small desk equipment (staplers, hole punches etc), computer equipment, printers, photocopiers, telephones, headsets, tablets, laptops, scanners, kitchen supplies (such as coffee machines etc), storage equipment (such as filing cabinets), shredders, waste and recycling equipment, projectors, Smartboards, interactive screens etc.

Equipment may be stored in desks, stationery cupboards, cleaning cupboards, kitchen cupboards, cabinets and locked storage etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc. Office equipment and work-related activities may produce waste that should be disposed of in an environmentally friendly way.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital skills with computer equipment and technology. • Understand using email and other computer applications safely. • Discuss digital skills/tools that they could develop.	Learners could: • Identify the positive feelings of well-being that an individual can experience when developing new skills in the workplace. • Reflect on the benefits of making new working relationships and friendships for their own well-being.	Learners could: • Develop a basic awareness of recycling and procedures for the disposal of waste that can be followed to encourage sustainability in the workplace.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working on a Farm
Unit Reference Number: L/504/1248

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working within a farming environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules on a farm.	1.1. Follow health and safety rules on a farm.
	1.2. Participate in fire procedures on a farm.
2. Know types of equipment used on a farm.	2.1. Identify types of equipment used on a farm.
	2.2. Indicate their use of equipment on a farm.
3. Be able to use a piece of equipment safely on a farm.	3.1. Participate in accessing a piece of equipment on a farm safely.
4. Know where to store different types of equipment.	4.1. Identify where equipment should be stored.
5. Be able to recognise when equipment is unsafe.	5.1. Identify signs that equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used on a farm may include hand forks, spades and shovels, pruning shears, picks, racks, hoe, hand trowel, sprinklers, sprayers, wheelbarrows, scythe, seed drills, harrows, cultivators, tractors etc.

Equipment may be stored in sheds, barns, secure storage areas for hazardous substances and chemicals, locked cabinets and tool chests etc. Equipment on a farm may need to be disposed of, learners can develop a basic awareness of recycling and procedures for disposal of waste that can be followed to encourage sustainability in a farm environment.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Reflect on the positive feelings of well-being gained from learning about working on a farm.	Learners could: • Ensure recycling procedures are followed to show sustainability in the farm environment. • Think about safe and responsible disposal of hazardous products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Reading and Writing Key Words in a Workplace
Unit Reference Number: L/504/1413

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 1

In this unit, learners will identify key words that are used in their workplace and take part in strategies and activities that will develop reading and writing skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know key words used in a workplace.	1.1. Indicate key words that they must write in a workplace.
	1.2. Indicate key words that they must read in a workplace.
2. Be able to write key words used in a workplace.	2.1. Use memory strategies to remember how to spell key words.
	2.2. Write at least five key words used in a workplace accurately.
3. Be able to read key words used in a workplace.	3.1. Participate in activities to develop their reading skills in a workplace.
	3.2. Read at least five key words used in a workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Key words that are used in the workplace will vary depending on the environment. Learners should be supported and prompted to identify such words.

Memory strategies may involve:
- Writing a word
- Looking at the word
- Covering the word
- Writing the word
- Checking the word

Developing reading skills may involve:
- Making reading a regular activity
- Make reading fun
- Find books that appeal to you
- Talk to others about what you are reading
- Try skimming and scanning techniques

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Engage with key words or instructions online or in emails.	Learners could: • Talk about how they might feel empowered by the skills developed with reading. • Find reading that interests them which will bring about feelings of enjoyment and interest.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working as a Cleaner
Unit Reference Number: M/504/1243

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working as a cleaner. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when cleaning in a workplace.	1.1. Follow health and safety rules when cleaning in a workplace.
	1.2. Participate in fire procedures when cleaning.
2. Know types of cleaning equipment used in a workplace.	2.1. Identify types of cleaning equipment used in a workplace.
	2.2. Indicate their use of cleaning equipment in a workplace.
3. Be able to use a piece of cleaning equipment in the workplace.	3.1. Participate in using a piece of cleaning equipment in the workplace.
4. Know where to store different types of cleaning equipment.	4.1. Identify where cleaning equipment should be stored.
5. Be able to recognise when cleaning equipment may be unsafe.	5.1. Identify signs that cleaning equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used by cleaners may include cleaning equipment (such as mops and buckets, heavy duty floor polishers, vacuum cleaners etc), cleaning products and chemicals etc.

Equipment may be stored in secure storerooms, hazardous substance cabinets, stock rooms etc. Equipment and stock used in cleaning may produce waste that should be disposed of in an environmentally friendly way.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of cleaning products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working in Catering
Unit Reference Number: M/504/1257

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working within a catering environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know safety rules when catering.	1.1. Follow health and safety rules when catering.
	1.2. Participate in fire procedures in the workplace.
2. Know types of equipment used when catering.	2.1. Identify types of catering equipment.
	2.2 Indicate their use of catering equipment.
3. Know where to store different types of catering equipment.	3.1. Participate in accessing a piece of catering equipment safely.
4. Know where to store different types of catering equipment.	4.1. Identify where catering equipment should be stored.
5. Be able to recognise when catering equipment may be unsafe.	5.1. Identify signs that catering equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used in a catering environment may include knives, utensils, pots and pans, cook/frying/grilling equipment, preparation equipment, refrigeration, freezers, hot water boilers, food warmers and service equipment, microwaves etc.

Equipment may be stored in refrigerators, freezers, store cupboards, cabinets, knife chests, drawers etc. Equipment and stock used in catering may produce waste that should be disposed of in an environmentally friendly way.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working with Animals
Unit Reference Number: R/504/1252

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working with animals. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working with animals.	1.1. Follow health and safety rules when working with animals.
	1.2. Participate in fire procedures when working with animals.
2. Know types of equipment used when working with animals.	2.1. Identify types of equipment used when working with animals.
	2.2. Indicate their use of equipment when working with animals.
3. Be able to use a piece of equipment safely when working with animals.	3.1. Participate in accessing a piece of equipment when working with animals safely.
4. Know where to store different types of equipment.	4.1. Identify where equipment should be stored.
5. Be able to recognise when equipment is unsafe.	5.1. Identify signs that equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used whilst working with animals may include leads, halters, catch poles, cages and nets, muzzles, grooming equipment, transporting equipment etc.

Equipment may be stored in hazardous and chemical secure storage, cupboards and cabinets, stock rooms etc. Equipment and stock used when working with animals may produce waste that should be disposed of in an environmentally friendly way.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and animals can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working as a Volunteer
Unit Reference Number: T/504/1244

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working as a volunteer. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working as a volunteer.	1.1. Follow health and safety rules when working as a volunteer.
2. Know types of equipment used when working as a volunteer.	2.1. Identify types of equipment used when working as a volunteer.
	2.2. Indicate their use of equipment when working as a volunteer.
3. Be able to communicate when working as a volunteer.	3.1. Indicate a person to refer a query to, when working as a volunteer.
	3.2. Indicate a person to refer a complaint to, when working as a volunteer.
	3.3. Indicate a person to ask for help, when working as a volunteer.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used when volunteering will vary depending on the environment but may include office equipment, catering and cooking equipment, retail or sales equipment, hand tools etc.

Communications in a volunteering environment may involve other volunteers, other members of staff, managers and supervisors, clients and customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with people can have positive impacts on our well-being as part of the Five Ways to Well-being. • Reflect on the act of 'giving' as a way towards positive well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working in Horticulture
Unit Reference Number: T/504/1261

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working in horticulture. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in a horticultural workplace.	1.1. Follow health and safety rules when working in a horticultural workplace.
	1.2. Participate in fire procedures in a horticultural workplace.
2. Know types of equipment used in a horticultural workplace.	2.1. Identify types of equipment used in a horticultural workplace.
	2.2. Indicate own use of equipment used in a horticultural workplace.
3. Be able to use a piece of horticultural equipment safely.	3.1. Participate in accessing a piece of horticultural equipment safely.
4. Know where to store different types of horticultural equipment.	4.1. Identify where horticultural equipment should be stored.
5. Be able to recognise when horticultural equipment may be unsafe.	5.1. Identify signs that horticultural equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used in horticulture may include hand held gardening tools, forks, spades and shovels, pruning shears, picks, racks, hoe, hand trowel, sprinklers, sprayers, wheelbarrows, scythe, watering equipment, lawn mowers, seed spreaders, powered strimmer, hedge cutters etc.

Equipment may be stored in garages, shed, greenhouses, secure storage cabinets etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working in a Care Environment
Unit Reference Number: Y/504/1236

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working within a care environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment. In addition, learners will participate in a relevant activity in the workplace and demonstrate communication skills with others.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in a care environment.	1.1. Follow health and safety rules when working in a care environment.
	1.2. Participate in fire procedures when working in a care environment.
2. Know types of equipment used when working in a care environment.	2.1. Identify types of equipment used when working in a care environment.
	2.2. Indicate their use of equipment when working in a care environment.
3. Know their role in a care environment.	3.1. Indicate a role required in a care environment.
	3.2. Indicate their duty when working in a care environment.
	3.3. Participate in an activity in a care environment.
4. Be able to communicate with others when working in a care environment.	4.1. Communicate clearly with another person in a care environment.
	4.2. Indicate a person to refer a query to in a care environment.
	4.3. Indicate a person to refer a complaint to in a care environment.
	4.4. Indicate a person they can go to for support in a care environment

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Equipment used in care may include moving and handling equipment, hoists, wheelchairs, riser recliner chairs, personal care equipment, bath seats and bath boards, commodes and bedpans, stair lifts, height adjustable beds etc. Roles in a care environment may include care worker, activities worker, personal assistant, cook or kitchen assistant, domestic worker etc. Communications in a care environment may involve other carers, managers and supervisors, medical practitioners, clients, suppliers etc. In a care environment staff might find that there are several people they can seek support or advice from in relation to tasks and their own well-being at work. Staff might approach line managers, mentors, human resources team/manager, or direct colleagues for varying degrees of support. Learners could explore well-being techniques to help them in the workplace.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital methods to store notes (computer, tablet, laptop). • Practise email correspondence between colleagues.	Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Working in Hospitality
Unit Reference Number: Y/504/1267

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

The aim of this unit is to prepare learners for working in hospitality. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment. In addition, learners will participate in a relevant activity in the workplace and demonstrate communication and customer service skills with others.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in hospitality.	1.1. Follow health and safety rules when working in hospitality.
	1.2. Participate in fire procedures in a hospitality workplace.
2. Know the importance of good personal presentation when working in hospitality.	2.1. Indicate the importance of good personal presentation when working in hospitality.
3. Know the importance of good customer service when working in hospitality.	3.1. Indicate why customer service is important when working in hospitality.
4. Be able to communicate with others in a hospitality workplace.	4.1. Indicate how to respond to queries politely.
	4.2. Indicate a person to refer a query to when working in hospitality.
	4.3. Indicate a person to refer a complaint to when working in hospitality.
	4.4. Indicate who to go to for support when working in hospitality.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Learners can familiarise themselves with procedures for waste and recycling of any equipment/stock to encourage sustainability in hospitality settings.

Good presentation is important to promote a professional image, brand identity, protect self and others, prevent the cross-contamination etc.

Good customer service is important to meet customer expectations and needs, resolve customer complaints, increase customers, generate repeat business, customer loyalty, increased sales etc.

Communications in hospitality may involve other team members, managers and supervisors, customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use internet to navigate hospitality website and booking systems. • Practise word processing skills, taking and managing bookings in online systems.	Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Assessment Method

As an E1 unit it is expected that the learner may require some support and prompting when doing the assessment but will be able to provide meaningful and appropriate responses to the tasks. The unit is only assessed at the application stage of the continuum.

Unit Title: Action Planning to Improve Performance
Unit Reference Number: L/504/1296

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

This unit enables learners to state three strengths from given material and select three areas of self-improvement. The learner will then select one target to achieve improvement in chosen area and discuss how and when it might be achieved with a relevant person.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise some of their strengths.	1.1. State, from given material, three of their strengths.
2. Be able to recognise areas for self-improvement.	2.1. State a priority area for improvement.
3. Be able to identify a personal target for improvement.	3.1. State a target which will help to improve their performance in the priority area.
	3.2. State how the target might be achieved.
	3.3. State by when the target might be achieved.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Strengths may include speaking, reading, writing, number skills, measuring, money, shape, being healthy, keeping safe, dealing with problems, getting on with people, visiting places, getting information from ICT, using ICT, following instructions etc. Areas for self-improvement may include communications, mathematical, ICT, independent living, engaging with the world. A target may be communicated to a tutor, teacher, support assistant, peers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing • Learners might use a range of online tutorial videos that encourage development of digital skills e.g. YouTube.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family, or gaining confidence to build new connections with new people. **Being Active:** making changes to increase levels of physical activity. **Give:** giving time and energy to others, such as volunteering or supporting a friend.	Learners could: • Consider this as an area to improve their own understanding as there is a growing emphasis placed on sustainability and the impacts our personal choices have on our environment. It is seen as an opportunity to change our habits. • Think about personal targets that could support access to potential career pathways green skills sector.

Unit Title: Managing Money
Unit Reference Number: A/504/1293

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 2

In this unit, learners will understand regular sources of income and expenditure and be able to identify coins and notes needed to pay for single items.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand regular sources of income.	1.1. List regular sources of income.
2. Understand regular expenditure.	2.1. List regular expenditure.
3. Be able to use coins and notes in simple transactions.	3.1. Identify coins and notes needed to pay for single items.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Regular sources of income may include wages, pocket money or allowances, state benefits etc. Regular expenditures may include rent/mortgage, utility bills, mobile phone charges, food, clothes, bus or train fares etc. Coins and notes include 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Create spreadsheets for income and expenditure.	Learners could: • Discuss how feeling in control of their own money makes them feel better. • Benefit understanding money and how to pay for items with coins and notes.

Unit Title: Using Reading Skills in a Workplace
Unit Reference Number: D/504/1464

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to consider the reading skills that are required for a role within the workplace, identify reading skills that need to be developed and take part in activities to develop such skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know reading skills needed in a workplace.	1.1. Identify tasks which require reading skills in a workplace.
	1.2. State own use of reading skills in a workplace.
	1.3. Identify three social sight words in the workplace.
	1.4. Identify three symbols in the workplace.
2. Be able to identify reading skills that they need to develop for a workplace.	2.1. Identify reading skills that they need to develop for use in a workplace.
	2.2. Identify a target to be included in an action plan to develop their reading skills to use in a workplace.
3. Be able to develop reading skills in a workplace.	3.1. Contribute to activities to develop their reading skills in a workplace.
	3.2. Apply reading skills in their job role in a workplace.
4. Be able to review their learning.	4.1. State what went well with using the reading skills that have been developed.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require reading skills may include reading emails, simple documents, notes, notices and signs etc.

Reading skills involve reading words correctly, understanding the main points in short straightforward texts, use strategies to find the meaning of words and check spelling (use dictionary and spell-checker) use illustrations, images and captions to locate information.

Development activities may include courses and training, practising, self-learning etc.

Reviewing own learning involves thinking about what went well.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use emails to encourage reading.	Learners could: • Discuss the feelings of well-being when developing their skills in reading documents in the workplace • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Using ICT Skills in a Workplace
Unit Reference Number: D/504/1478

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

In this unit, learners will look at the tasks that require ICT in the workplace and identify and take part in activities that will develop the required skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know ICT skills needed in a workplace.	1.1. Identify tasks which require ICT skills in a workplace.
	1.2. State they use of ICT skills in a workplace.
2. Be able to identify ICT skills that they need to develop for a workplace.	2.1. Identify ICT skills that they need to develop for use in a workplace.
	2.2. State activities to take part in to improve their ICT skills to use in a workplace.
3. Be able to develop ICT skills in a workplace.	3.1. Contribute to activities to develop their ICT skills in a workplace.
	3.2. Apply ICT skills in their job role in a workplace.
4. Be able to review their learning.	4.1. State what went well with using the ICT skills that have been developed.
	4.2. State which ICT skills they want to develop next.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks involving ICT may include using computers, email systems, telephones and Smartphones, laptops, Smartboards, tablets, collaborative tools.

ICT skills required in the workplace may include using computer hardware and software for a purpose, keeping information secure by using a password, using ICT equipment safely, using a simple search facility, using simple editing and formatting techniques, printing and viewing information on-screen, identifying and correcting simple errors, reading, sending and receiving electronic messages, participating in online meetings using video calling or conferencing software, and using telephony to contact colleagues.

Development activities may include courses and training, observing others, practising, self-learning, online courses, and e-learning activities etc.

Reviewing own learning will involve stating what went well and thinking about the ICT skills to develop next.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Build their digital skills, using smartphones, tablets, and laptops. • Understand ways they can use ICT in the workplace, such as sending emails, using the internet. • Open and work on different documents, using simple word processing applications or spreadsheets.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Using Writing Skills in a Workplace
Unit Reference Number: H/504/1465

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

In this unit, learners will identify the writing skills needed in the workplace and take steps to improve their own writing skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know writing skills needed in a workplace.	1.1. Identify tasks which require writing skills in a workplace.
	1.2. State own use of writing skills in a workplace.
2. Be able to identify writing skills that they need to develop for a workplace.	2.1. Identify writing skills that they need to develop to use in a workplace.
	2.2. Identify a target to be included in an action plan to develop their writing skills to use in a workplace.
3. Be able to develop writing skills in a workplace.	3.1. Contribute to activities to develop their writing skills in a workplace.
	3.2. Apply writing skills in their job role in a workplace.
4. Be able to review their learning.	4.1. State what went well with using the writing skills that have been developed.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require writing skills may include writing notes, short letters, emails, notices, messages etc.

Writing skills involve using basic punctuation correctly, spell correctly, reordering words in alphabetical order, form plurals, completing forms asking for personal information, communicating information using words and phrases, writing compound sentences using common conjunctions (or/and, but), using adjectives and simple linking words.

Development activities may include courses and training, practising, self-learning etc.

Reviewing own learning will involve stating what went well in developing writing skills.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Compose emails and word-processed documents to show writing skills in the workplace.	Learners could: • Discuss the feelings of well-being when developing their skills writing documents in the workplace. • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Preparing for and Taking Part in an Interview
Unit Reference Number: J/504/1295

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

Through this unit, learners will be able to prepare and take part in an interview, responding to questions asked by the interviewer and reviewing their own performance.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to prepare for an interview.	1.1. Indicate what to wear for an interview.
	1.2. Indicate how to get to an interview.
	1.3. Identify a question an interviewer might ask.
2. Be able to take part in an interview.	2.1. State two pieces of information about themself in an interview situation.
	2.2. Demonstrate how to behave in an interview.
	2.3. Respond to a question asked by the interviewer.
	2.4. Indicate what went well and what did not go well in the interview.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Preparing for an interview involves:

- Deciding what to wear that is appropriate for the chosen workplace.
- Finding out how to get to the interview (car, train, bus, on foot)
- Thinking about questions that the interviewer might ask.
- Gathering information about self to use at interview.
- Using well-being focussed mindfulness techniques (breathing and relaxation) to calm nerves.

If the interview is held online, preparation could include:

- Reliable internet connection
- A suitable digital device (laptop/tablet/ Smartphone)
- Access to the appropriate software (Teams/ Zoom etc.)
- The visible area seen on camera is clean and tidy/appropriate background is used

Good interview behaviours include arriving/logging on time, appropriate greeting, personal presentation, listening, speaking clearly, asking questions, responding to questions etc.

Reviewing performance will involve stating what went well and what could have been improved.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use the internet to find out the best way to travel to the interview, using online timetables for the bus/train. • Write lists on their smartphone/laptop/tablet with information about themselves that could be used at the interview.	Learner could: • Benefit from using mindfulness techniques in preparation for the interview • Feel self-confident in the correct clothing worn for the interview. • Connect with others by using role play techniques to practice interview skills.

Unit Title: Travelling To and From Work
Unit Reference Number: J/504/1474

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

In this unit, learners will know different ways of travelling to and from work, select the most appropriate way for their own workplace and plan a route to arrive at work on time. Learners will be able to pay for travel to work and make the journey with support as necessary.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different types of transport.	1.1. Identify three types of transport to use for travel to and from work.
	1.2. Identify one type of transport to use for travel to and from their workplace.
2. Be able to plan the route to work from their home.	2.1. Identify their route to and from work.
3. Be able to arrive at work on time.	3.1. State what time they start work.
	3.2. State how long it takes to travel to work from their home.
	3.3. State what time they need to leave home to make sure that they arrive at work on time.
4. Be able to use a method of transport to travel to work.	4.1. Identify ways to pay for travel on one type of public transport.
	4.2. Ask for help or support with travelling.
	4.3. Make a journey to their workplace using one method of transport.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ways of travelling to and from work include on foot, by bus, by train, by car etc.

Learners will be required to plan the route to ensure they arrive at work on time. This can be done using a route planner, showing timetables, accessing a travel app or using a local map.

Learners will make the journey on their chosen transport and will pay using either cash, debit/credit card, travel pass, contactless pay methods, e-tickets, QR code or pre-purchased tickets obtained through a travel app.

Learners will seek help were necessary.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use an app for bus/train timetables to get to and from work. • Use a map on their smartphone to help find the best route to work.	Learners could: • Identify how they feel about planning their journey; confident, nervous, excited. **Incorporate being active,** which is one of the Five Ways to Well-being, and walk to work or if taking public transport get off a stop earlier to add a walk into the journey.	Learners could: • Begin to think about how some of the ways they travel are sustainable and better for the environment for example, walking, cycling, car sharing public transport.

Unit Title: Working with Others
Unit Reference Number: K/504/1466

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

This unit develops skills in working with others so that the learner can actively take part in a group activity, seeking help and assistance as necessary from a relevant person.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to work with others.	1.1. Identify two ground rules to follow when working with others.
	1.2. Identify who to work with on a given group activity.
	1.3. State their role in a given group activity.
2. Be able to participate in a given group activity.	2.1. Identify steps to be undertaken in a given group activity.
	2.2. Identify their tasks within a given group activity.
	2.3. Identify who to ask for help or support whilst taking part in a given group activity.
3. Be able to review their role in working with others.	3.1. State what went well when working with others.
	3.2. State what they found difficult when working with others.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ground rules may include not interrupting each other, not criticising others, respecting others, observing confidentiality, agreeing task outcomes and achievements, being on time, agree roles and responsibilities etc.

Participating in a group involves:
- Agreeing task and outcomes
- Understanding role within the group
- Identify people who may provide help or support
- Carry out tasks as agreed

Reviewing own role involves:
- Considering what went well
- Considering what was found to be difficult

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Identify the feelings that they might relate to working with others, both positive and negative. • Benefit from knowing personal skills they might develop working with others. • Think about how building connections with others contributes to a positive state of well-being.

Unit Title: Understanding a Pay Slip
Unit Reference Number: L/504/1475

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 2

The aim of this unit is to develop an understanding of the use of pay slips and identify items that are included on a pay slip.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to recognise a pay slip.	1.1. Identify a pay slip.
2. Know why a pay slip is issued.	2.1. Indicate one reason why a pay slip is issued.
	2.2. Indicate why someone may not receive a pay slip.
3. Be able to recognise items on a pay slip.	3.1. Identify two items on a given pay slip.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Pay slips are issued by the employer to the employee to show the amount of money earned and tax and national insurance paid. A pay slip is only provided to those in paid employment.

Pay slips may be received both as a paper slip or accessed via a secure online portal.
Items of a pay slip may include full name of employer, full name of employee, date of payment, gross pay, start and end date of salary period, any allowances for transport or uniforms, bonuses, overtime and additional payments, deductions made such as income tax and national insurance contributions, net pay (after deductions have been made), payroll number, tax code, pension contributions.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Learners could: • Develop digital skills if payslips are online, using digital safety awareness.	Learners could: • Feel confidence in understanding where their money goes, such as pension and national insurance contributions.

Unit Title: Looking and Acting the Part in the Workplace
Unit Reference Number: M/504/1288

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

This unit enables learners to understand the appropriate personal presentation and personal hygiene for their working environment and how to conduct themselves in the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to choose clothing and footwear for the workplace.	1.1. Indicate what clothing should be worn in two different workplaces.
	1.2. Indicate which footwear should be worn in two different workplaces.
	1.3. State one reason why personal presentation is important at work.
2. Know the importance of personal hygiene.	2.1. Identify why bathing or showering is a part of a regular personal routine.
	2.2. Identify other personal hygiene routines.
3. Know how to conduct themselves at work.	3.1. Identify two rules in a workplace.
	3.2. Identify what language should not be used in the workplace.
	3.3. Identify behaviour that should be used in the workplace.
	3.4. Indicate the start time at a workplace.
	3.5. State why it is important to arrive at work on time.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Clothing may include formal wear (suits, shirts, ties etc), informal wear, uniforms, protective wear etc. Footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc. Personal presentation is important to protect the image of the organisation, keep the individual safe and protected from harm, be recognised as a member of staff etc. Personal hygiene relates to keeping clothes clean and tidy, bathing and showering regularly, grooming and washing hair regularly, using deodorants, brushing teeth daily etc. These personal hygiene practices are important for an individual's overall health and well-being both in and out of the workplace. Rules in the workplace may relate to timekeeping and punctuality, personal presentation, behaviours and codes of conduct, health and safety etc. Language that should not be used in the workplace includes swearing, offensive language, abusive language, racist language etc. Behaviour that is unacceptable in the workplace includes bullying, name calling, gossiping, spreading rumours, being unkind, harassing others, discrimination, aggression etc. Arriving at work on time is important to show respect for your employers and others at work, to work full contractual hours that you are paid for, shows you are organised, contributes to the organisation's image and professionalism etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use the internet to help find appropriate clothing choices. • Use digital skills to look for and buy clothes, shoes and toiletries online.	Learners could: • Discuss their feelings on looking the part and how this brings an overall sense of well-being and self-esteem. • Benefit from the personal skills gained when knowing how to conduct themselves at work.

Unit Title: Dealing with Problems at Work
Unit Reference Number: M/504/1467

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

This unit aims to develop skills in dealing with problems in a workplace setting. It enables learners to recognise that a problem at work exists, communicate the problem to relevant people and actively take part in solving the problem.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be aware of problems when they arise in the workplace.	1.1. Indicate there is a problem in the workplace.
	1.2. State how the problem affects them.
	1.3. State two actions they could take when a given problem arises in the workplace.
2. Know who to ask for help when a problem arises in the workplace.	2.1. Identify two people who can help solve a given problem in the workplace.
	2.2. Select one person to help solve a given problem in the workplace.
3. Be able to take part in solving a problem in the workplace.	3.1. Take part in solving a problem in the workplace.
	3.2. Participate in providing a solution to the problem.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Problems at work may include targets not being met, poor working relationships, people not working as expected, workload too heavy, skills and achievements not being recognised etc.

Learners could benefit from knowing how to manage any problems in the workplace that might affect their well-being. They could consider ways to manage their workplace well-being by trying techniques such as talking to someone, relaxation and breathing exercises.

Solving problems involves:

- Identify the problem.
- Taking action.
- Discuss the problem with relevant people.
- Seek the assistance of someone to solve the problem.
- Actively take part in solving the problem.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Identify the feelings that they might relate to problems experienced in the workplace (worry, anxiety, low mood, lack of motivation etc). • Consider ways to manage negative feelings that impact their well-being, such as talking to someone about any worries, relaxation and breathing exercises to manage feelings of anxiety. • Benefit from knowing personal skills they might develop to support problems experienced at work e.g. building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice.

Unit Title: Follow Instructions in the Workplace
Unit Reference Number: M/504/1470

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

In this unit, learners will know how instructions may be given at work and follow instructions to complete an activity in the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how instructions are given in the workplace.	1.1. Indicate two ways instructions can be given in the workplace.
2. Be able to follow instructions in the workplace.	2.1. Follow instructions to complete an activity in the workplace.
	2.2. Indicate ways to carry out instructions safely in the workplace.
	2.3. Indicate how well they carried out the instructions.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Instructions may be given by one to one, face to face, in group meetings, in writing (emails, documents, manuals, procedures etc), by telephone etc.

Following instructions involves:

- Listening carefully
- Paying attention
- Asking questions to seek clarification

Learners are required to review how well they carried out instructions.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Leaner could: • Access instructions via email or word-processed documents.	Learners could: • Reflect and talk about themselves in being able to follow instructions clearly e.g. increased confidence, responsibility.

Unit Title: Applying for Jobs and Courses
Unit Reference Number: R/504/1297

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

Thorough this unit, learners will know different ways of applying for a job or course and select information that may be used to support an application.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to apply for a job or course.	1.1. Indicate a way of applying for a job or course.
	1.2. Indicate the information needed to complete an application.
2. Know what information to use to support an application for a job or course.	2.1. Select, from given material, two pieces of relevant information to support an application for a given job or course.
	2.2. Indicate two pieces of information that can be used to support an application for a given job or course.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ways of applying for a job or course may include creating a CV, filling in an application form (both paper based and online), in person, by telephone, through an agency or uploading a CV to a job market website, social media (LinkedIn) etc.

Information needed to complete a job or course application include personal details (name, address, contact number, email address), qualifications and courses undertaken, work experience, interest and hobbies etc.

Learners might consider activities that they take part in which promote their individuality and positive well-being. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.

Information that may support an application may include certificate, references, testimonials, examples of work etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Word process their CV, covering letter etc. • Fill in an online application form. • Use search engines/internet for job searches. • Upload their CV, covering letter, personal statement to a job agency or job they wish to apply for. • Use digital skills to scan supporting information, such as certificates.	Learners might: • Consider activities that they take part in which promote their individuality and positive well-being. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction).

Unit Title: Using Communication Skills in a Workplace
Unit Reference Number: R/504/1476

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

This unit outlines the communication skills necessary to carry out tasks in the workplace and requires learners to think about their existing communication skills and those that need to be developed.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know communication skills needed in a workplace.	1.1. Identify tasks which require communication skills in a workplace.
	1.2. State own use of communication skills in a workplace.
2. Be able to identify communication skills that they need to develop for a workplace.	2.1. Identify communication skills that they need to develop for use in a workplace.
	2.2. Identify a target to be included in an action plan to develop their communication skills to use in a workplace.
3. Be able to develop communication skills in a workplace.	3.1. Contribute to activities to develop their communication skills in a workplace.
	3.2. Use communication skills in their job role in a workplace.
4. Be able to review their learning.	4.1. State what went well with using the communication skills that have been developed.
	4.2. State what communication skills they want to develop next.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require communication skills may include giving and receiving instructions, taking part in discussions, contributing to meetings, giving and receiving information etc.

Communication skills may include listening, speaking, non-verbal body language, tone and pitch, volume, being open-mined, respect for others etc.

Development activities may include courses and training, observing others, practising, self-learning etc.

Reviewing own learning involves:
- Thinking about what when well
- Thinking about what communication skills to develop next.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learner could: • Use word processed documents, chat functions or emails to communicate with others in the workplace.	Learner could: • Benefit from knowing personal skills they might develop when communicating with others. Think about how they work and connect with others, this links to the Five Ways to Well-being.

Unit Title: Making Career Choices
Unit Reference Number: T/504/1292

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is for learners to think about the requirements of different jobs and identify an employment, training or education option that is suitable for themselves.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to link requirements to specific jobs.	1.1. State three jobs or careers they know about.
	1.2. State one requirement for each of three given jobs or careers.
2. Be able to identify alternatives to paid employment.	2.1. Identify two alternatives to paid employment.
3. Be able to identify an employment, training or education option for themself.	3.1. Choose an employment, training or education option for themself.
	3.2. State a reason for their choice.
	3.3. Obtain some information about the chosen option.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Learners will discuss three jobs or careers that are known to them and indicate the specific requirements of each of the jobs selected. Learners can use internet searches, online job markets and employment based social media to identify a range of employment opportunities.
Job requirements may include skills, knowledge, attitudes and behaviours expected specific to the job roles selected.

Alternatives to paid employment may include training courses, education (school or colleges), volunteering, work experience etc.

Information about employment, training and education options may come from school/college prospectus, websites, job centres and agencies, newspapers, library, careers guidance officer etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify existing digital skills that would be beneficial to them in a job or training environment. • Discuss digital skills/tools that they could develop in the future to support them in a chosen area of work. • Use online search engines to identify job opportunities.	Learners could: • Discuss how training and employment can promote feelings of positive well-being. • Identify why alternatives to work, such as volunteering, is recognised as benefitting individual well-being, this links to the Five Ways to Well-being.	Learners could: • Research jobs or training options that link to sustainability and the environment (recycling, green energy, digital, green transport, construction).

Unit Title: Decision Making in the Workplace
Unit Reference Number: T/504/1468

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to develop skills in actively taking part in decision making at work and actively contribute to discussions to make a decision.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to make a decision at work, with support.	1.1. Identify when a decision needs to be made in the workplace.
	1.2. Identify who can support them in the decision-making process.
	1.3. Participate in making a decision at work with support.
2. Be able to work with others in the workplace to make a decision.	2.1. Participate in discussions in the workplace to make a decision.
	2.2. Make at least one relevant contribution to the discussion.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Decision making involves:

- Identifying the problem or task
- Gathering information
- Considering solutions
- Choosing an appropriate solution
- Implementing decision and actions
- Reviewing outcomes

People who may provide support in the decision-making process include supervisors, managers, team members, staff from other departments etc.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Reflect on how developing skills and experiences benefits their own well-being in different ways:

Connecting: working with others to make a decision supports their self-confidence and overall workplace well-being.

Unit Title: Health and Safety Procedures in the Workplace
Unit Reference Number: T/504/1471

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

This unit develops an understanding of health and safety in the workplace and ensure that individuals carry out tasks and use equipment in the workplace safety.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know health and safety procedures in the workplace.	1.1. Identify what to do in an emergency in the workplace.
	1.2. Identify basic health and safety signs in the workplace.
	1.3. Identify basic health and safety symbols in the workplace.
	1.4. Identify who to go to if they need help or support in the workplace.
2. Be able to carry out tasks with regard to health and safety in the workplace.	2.1. Follow given health and safety procedures in the workplace when carrying out a task.
	2.2. Follow instructions to keep their work area clean and tidy.
	2.3. Use equipment or tools in the workplace safely with support.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Emergencies might include fire, accidents, illnesses, injury etc.

Health and Safety signs relate to prohibited actions, warning signs, mandatory signs, safe conditions signs, fire related signs.

Health and safety symbols include images used to convey messages such as in no smoking signs, hazard signs, protective equipment signs etc.

Help and support may come from supervisor, manager, colleagues, health and safety officer etc.

Working safely involves:

- Knowing the correct procedures for carrying out tasks
- Keeping the work area clean and tidy
- Using equipment and tools in line with instructions
- Following signs

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the relationship between health and safety in the workplace and overall well-being in the workplace. A working environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive/supported. • Think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.	Learners could: • Ensure that when keeping areas clean and tidy any waste is recycled or disposed of responsibly.

Unit Title: Building Confidence and Self-Esteem
Unit Reference Number: Y/504/1298

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to develop an understanding of confidence and self-esteem, identify ways in which these can be developed and recognise feelings that go with high confidence and self-esteem**.**

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how confidence and self-esteem can change their life.	1.1. Identify what confidence and self-esteem are.
	1.2. Identify one way that being confident and feeling good about themself can change their life.
2. Understand a way in which confidence and self-esteem can be damaged.	2.1. Identify one way in which confidence and self-esteem can be damaged.
	2.2. Identify one way that their life could be changed if their confidence and self-esteem were to be damaged.
3. Understand how confidence and self-esteem can be increased.	3.1. Identify a way of building confidence and self-esteem.
4. Understand feelings surrounding confidence and self-esteem.	4.1. Identify two types of good feelings that are linked with self-esteem.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Confidence may be defined as ‘a belief in yourself and what you can do’.

Self-esteem is defined as the attitude that you have towards yourself.

Being confident and feeling good may promote good health, develop good relationships, enable positive contributions to workplace and community etc.

Self-esteem and confidence may be damaged by illness, abuse, family issues such as divorce or separation, poor childhood experiences, bereavement, being bullied etc.

Ways of building confidence and self-esteem include exercising regularly, focus on successes, get support when needed, make a list of positives, eat well, don’t make comparisons between yourself and others, don’t dwell on mistakes, set attainable goals etc.

Positive feelings of confidence and self-esteem links to the overall health and well-being of a person. Good feelings that go with confidence and self-esteem include feeling good about yourself, feeling happy, knowing what you are good at, enjoying life. Feelings that go with low confidence and self-esteem include feeling bad about yourself, how you think others see you, worrying about what they think about you, treating yourself badly, feeling worthless, not being sure of your ability and skills, fear of failure.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Discuss the sense of well-being that comes with self-esteem and confidence. • Give compliments to others which is one of the Five ways to Well-being. • Promote ways in which they can build self-esteem and confidence in themselves and others.

Unit Title: Using Number Skills in a Workplace
Unit Reference Number: Y/504/1463

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

In this unit, learners will identify the number skills needed in the workplace and take steps to improve their own number skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know number skills needed in a workplace.	1.1. Identify tasks which require number skills in a workplace.
	1.2. State own use of number skills in a workplace.
2. Be able to identify number skills that they need to develop for a workplace.	2.1. Identify number skills that they need to develop for use in a workplace.
	2.2. State activities to take part in to improve their number skills to use in a workplace.
3. Be able to develop number skills in a workplace.	3.1. Contribute to activities to develop their number skills in a workplace.
	3.2. Apply number skills in their job role in a workplace.
4. Be able to review their learning.	4.1. State what went well with using the number skills that have been developed.
	4.2. State which number skills they want to develop next.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require number skills may include handling money, preparing documents containing numbers, measuring products or ingredients, using time etc.

Number skills may involve counting to 100, order and compare patterns, recognise and sequence odd and even numbers, calculate money with pence up to £1 and in whole £1 of multiple items, recognise mathematical symbols (+, -, x, ÷, =), mental and written addition and subtraction, simple fractions (halves, quarters and 10ths), use decimals to one place, rounding to 10, number of hours in a day and weeks in a year, read and record time (analogue and digital), Use scales, use length, weight, capacity and temperature, recognise shapes in 2D and 3D, extract information from lists, tables, diagrams and bar charts.

Development activities may include courses and training, practising, self-learning etc.

Reviewing own learning involves:
- Thinking about what when well.
- Thinking about what number skills to develop next.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Discuss their feelings of increased confidence and positivity when developing their number skills in the workplace. • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Making a Product
Unit Reference Number: D/504/1450

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to develop skills in making a product, identifying and using materials and equipment needed and ensuring materials and equipment are stored appropriately.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when making a product.	1.1. Identify health and safety rules when making a product.
2. Be able to choose a suitable material to make a given product.	2.1. Identify a suitable material to make a given product.
	2.2. Identify their use of material for making a given product.
3. Know types of equipment to make a product.	3.1. Identify equipment used to make a given product.
	3.2. Identify their use of equipment for making a given product.
4. Be able to use a piece of equipment to make a given product.	4.1. Access a piece of equipment to make a given product safely.
	4.2. Participate in using a piece of equipment to make a given product safely.
5. Know where to store materials and equipment.	5.1. Identify where equipment and materials should be stored.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Material and equipment to make a product will vary depending on the product being made. Learners should be supported and prompted to identify suitable materials and equipment.

To use equipment safely the learner should use it in accordance with instructions and manual, use safety guards and devices, check maintenance of equipment, identify signs of wear and damage etc.

Equipment may be stored in cupboard, cabinets, storerooms, drawers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use a search engine to carry out research for developing a product.	Learners could: • Describe the feelings of satisfaction and positivity that they gain from making and completing a product.	Learners could: • Ensure recycling procedures are followed. • Think about safe and responsible disposal of hazardous products and chemicals when developing a product.

Unit Title: Working with Animals
Unit Reference Number: F/504/1456

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working with animals. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working with animals.	1.1. State health and safety rules when working with animals.
	1.2. Maintain the safety of self and others in a workplace.
	1.3. Identify fire procedures when working with animals.
2. Know types of equipment used when working with animals.	2.1. Recognise common equipment used when working with animals.
	2.2. State their use of equipment when working with animals.
3. Be able to use a piece of equipment safely when working with animals.	3.1. State why equipment must be checked for safety when working with animals.
	3.2. Participate in a given activity, using equipment when working with animals, safely.
4. Know where to store different types of equipment safely when working with animals.	4.1. State where to store personal protective equipment safely when working with animals.
	4.2. State where to store equipment safely.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used whilst working with animals may include leads, halters, catch poles, cages and nets, muzzles, grooming equipment, transporting equipment etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment and stock used when working with animals may produce waste that should be disposed of in an environmentally friendly way.

Equipment including personal protective equipment may be stored in hazardous and chemical secure storage, cupboards and cabinets, stock rooms etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and animals can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Induction to Work
Unit Reference Number: F/504/1473

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of the unit is to provide learners with an induction into work. It will look at the various locations in the workplace and identify key members of staff. Learners will know who to go for support and understand their own role within the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to locate a workplace.	1.1. Name a workplace.
	1.2. State the address of a workplace
2. Know key members of staff in a workplace.	2.1. List key members of staff in a workplace.
	2.2. State who to go to for support.
3. Understand they attend work.	3.1. State reasons why they attend work.
4. Understand their role in a workplace.	4.1. State their role in a workplace.
5. Understand health and safety procedures which must be followed in a workplace.	5.1. State health and safety procedures which must be followed in a workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Key members of staff may include supervisors and managers, human resources manager, colleagues etc. These key staff may also provide support in the workplace. There are staff that can offer support for work related tasks and learning new skills, and there are staff who support an individual's well-being in the workplace.

The reasons for work and role in the workplace will vary depending on the individual learner. Learners should be supported and prompted to identify relevant reasons and their role.

Staying safe may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: • Develop personal digital skills dependant on the workplace (use of Microsoft tools, internet, websites).	Learners could: • Engage in tasks within the workplace that provide feelings of well-being. • Learn new skills to build confidence.	Learners could: • Familiarise themselves with the procedures for recycling and energy saving in a workplace.

Unit Title: Working as a Caretaker
Unit Reference Number: H/504/1451

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working as a caretaker. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when caretaking in a workplace.	1.1. State health and safety rules when caretaking in a workplace.
	1.2. Maintain the safety of self and others when caretaking in a workplace.
	1.3. Identify fire procedures when caretaking in a workplace.
2. Know types of equipment used when caretaking in a workplace.	2.1. Recognise common equipment used when caretaking in a workplace.
	2.2. State their use of equipment when caretaking in a workplace.
3. Be able to use a piece of equipment safely when caretaking in a workplace.	3.1. State why caretaking equipment must be checked for safety.
	3.2. Participate in a given activity using caretaking equipment safely in a workplace.
4. Know where to store different types of caretaking equipment in a workplace.	4.1. State where to store caretaking equipment safely in a workplace.
	4.2. Participate in cleaning personal protective equipment used in caretaking, safely after use.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Equipment used in caretaking may include cleaning equipment (such as mops and buckets, heavy duty floor polishers, vacuum cleaners etc), cleaning products and chemicals, maintenance tools and equipment, gardening tools and equipment etc. Equipment and stock used in caretaking may produce waste that should be disposed of in an environmentally friendly way. Learners can develop a basic awareness of recycling and procedures for disposal of chemical containers that can be followed to encourage sustainability in the workplace. Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc. Equipment including personal protective equipment may be stored in secure store rooms, hazardous substance cabinets, stock rooms etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Discuss the positive feelings of well-being and satisfaction in developing in the caretaker role. • Recognise how working with others can be beneficial to overall health and well-being.	Learners could: • Ensure recycling procedures are followed correctly. • Think safe and responsible disposal of cleaning products and chemicals.

Unit Title: Undertaking an Enterprise Project
Unit Reference Number: J/504/1300

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

Through this unit, learners will be able to select a target market from a given list and choose a product to sell as part of an enterprise project. They will sell the product via a chosen venue, stating why the venue us suitable. They will demonstrate an understanding of the equipment and resources necessary to sell chosen product and activity take part in the enterprise project.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select a product to sell to a particular target market.	1.1. Select a target market from a given list.
	1.2. Select a product to sell to the chosen target market from a given list.
2. Be able to select a suitable venue to sell the product.	2.1. Select where to sell the product from a given list of venues.
	2.2. State why the venue chosen is suitable to sell the product.
3. Know the equipment/resources needed to sell the product.	3.1. List the equipment/resources needed to sell the product.
4. Be able to recognise when equipment is unsafe.	4.1. State signs that equipment may be unsafe.
5. Be able to participate in an enterprise project.	5.1. Take part in an enterprise project.
	5.2. State what aspects of an enterprise project they enjoyed.
	5.3. State aspects of an enterprise project that could be improved.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Target markets may include adults, children, family, male/female, age related etc. Learners should select a target market from a given list. Examples of products may be cup-cakes, book marks, craft products etc. Learners may select a suitable product from a given list. Venues for selling products may include at school or college, at a craft fair, in person to family and friends, a pop-up shop etc. Learners may select a suitable venue from a given list. The equipment and resources will vary depending on the product being sold. Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc. Participating in an enterprise project involves: ▪ Understanding own role ▪ Completing activities as required by role ▪ Thinking about what aspects were most enjoyable ▪ Thinking about aspects that were difficult

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use search engines to find venues to sell products. • Use digital skills to create posters and promotional material.	Learners could: • Discuss the positive feeling of well-being when undertaking an enterprise project. • Benefit from the connection with others when carrying out a project. • Identify the feelings that they might relate to working with others both positive and negative.	Learners could: • Think about creating something environmentally friendly.

Unit Title: Working in a Garage
Unit Reference Number: J/504/1457

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working within a garage environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in a garage.	1.1. State health and safety rules in a garage.
	1.2. Maintain the safety of self and others in a garage.
	1.3. Identify fire procedures in a garage.
2. Know types of equipment used in a garage.	2.1. Recognise common equipment used in a garage.
	2.2. State their use of equipment in a garage.
3. Be able to use a piece of equipment safely in a garage.	3.1. State why equipment in a garage must be checked for safety.
	3.2. Participate in a given activity, using equipment in a garage, safely.
4. Know where to store different types of equipment safely in a garage.	4.1. State where to store personal protective equipment safely in a garage.
	4.2. State where to store garage equipment safely.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used in a garage may include hand tools, electric tools, battery chargers, car jacks, car ramps, engine cranes, engine stands, trolleys, body repair kits etc.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment may be stored in racking, shelving, tool chests and trolleys, wall mountable storage, hazardous substances cabinets etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Reflect on and discuss the positive feelings of well-being associated with upskilling and learning about working in a garage.	Learners could: • Describe how stock can be recycled or reused. • Ensure recycling procedures are followed to show sustainability in the workplace. • Think about the impact of vehicles and their impact on the environment and changing technologies such as hybrid and electric vehicles.

Unit Title: Working in a Care Environment
Unit Reference Number: K/504/1306

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working within a care environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment. In addition, learners will participate in a relevant activity in the workplace and demonstrate communication skills with others.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in a care environment.	1.1. State health and safety rules when working in a care environment.
	1.2. Maintain the safety of self and others when working in a care environment.
	1.3. Identify fire procedures in a care environment.
2. Know types of equipment used when working in a care environment.	2.1. Identify common equipment used when working in a care environment.
	2.2. State their use of equipment when working in a care environment.
3. Know their role in a care environment.	3.1. State roles required in a care environment.
	3.2. State their duties when working in a care environment.
	3.3. Carry out activities in a care environment.
4. Be able to communicate with others when working in a care environment.	4.1. Respond to a query politely.
	4.2. Identify a person to refer a query to in a care environment.
	4.3. Identify a person to refer a complaint to in a care environment.
	4.4. Identify a person who can support them in a care environment.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Equipment used in care may include moving and handling equipment, hoists, wheelchairs, riser recliner chairs, personal care equipment, bath seats and bath boards, commodes and bedpans, stair lifts, height adjustable beds etc. Roles in a care environment may include care worker, activities worker, personal assistant, cook or kitchen assistant, domestic worker etc. Communications in a care environment may involve other carers, managers and supervisors, medical practitioners, clients, suppliers etc. In a care environment staff might find that there are several people they can seek support or advice from in relation to tasks and their own well-being at work. Staff might approach line managers, mentors, human resources team/manager, or direct colleagues for varying degrees of support. Learners could explore well-being techniques to help them in the workplace.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital methods to store notes (computer, tablet, laptop). • Practise email correspondence between colleagues.	Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Working as a Cleaner
Unit Reference Number: K/504/1452

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working as a cleaner. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when cleaning in a workplace.	1.1. State health and safety rules when cleaning in a workplace.
	1.2. Maintain the safety of self and others when cleaning a workplace.
	1.3. Identify fire procedures when cleaning in a workplace.
2. Know types of equipment used when cleaning in a workplace.	2.1. Recognise common equipment used when cleaning in a workplace.
	2.2. State their use of equipment when cleaning in a workplace.
3. Be able to use a piece of equipment safely when cleaning in a workplace.	3.1. State why cleaning equipment must be checked for safety.
	3.2. Participate in a given activity using cleaning equipment safely in a workplace.
4. Know where to store different types of cleaning equipment in a workplace.	4.1. State where to store cleaning equipment safely in a workplace.
	4.2. Participate in cleaning personal protective equipment safely after use.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used by cleaners may include cleaning equipment (such as mops and buckets, heavy duty floor polishers, vacuum cleaners etc), cleaning products and chemicals etc.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment may be stored in secure storerooms, hazardous substance cabinets, stock rooms etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of cleaning products and chemicals.

Unit Title: Working in an Office
Unit Reference Number: L/504/1458

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working within an office environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use of relevant equipment. In addition, learners will know who to contact in the event of a query or complaint.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in an office.	1.1. State health and safety rules in an office.
	1.2. Maintain the safety of self and others in an office.
	1.3. Identify fire procedures in an office.
2. Know types of equipment used in an office.	2.1. Recognise common equipment used in an office.
	2.2. State their use of equipment in an office.
3. Be able to use a piece of equipment safely in an office.	3.1. Participate in a given activity, using equipment in an office, safely.
4. Be able to communicate with others in an office.	4.1. Respond to queries politely.
	4.2. Identify a person to refer a query to in an office.
	4.3. Identify a person to refer a complaint to in an office.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, using screen display equipment, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures, computer set up, clear desk policies, reporting safety related issues to correct member of staff etc.

Equipment used in an office may include small desk equipment (staplers, hole punches etc), computer equipment, printers, photocopiers, telephones, , headsets, tablets, laptops, scanners, kitchen supplies (such as coffee machines etc), storage equipment (such as filing cabinets), shredders, waste and recycling equipment, projectors, Smartboards, interactive screens etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Communications in an office environment may involve other team members, staff from other departments, managers and supervisors, customers/clients, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital skills with computer equipment and technology. • Understand using email and other computer applications safely. • Discuss digital skills/tools that they could develop.	Learners could: • Identify the positive feelings of well-being that an individual can experience when developing new skills in the workplace. • Reflect on the benefits of connecting with others in the office environment, this is part of the Five ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for disposal of waste that can be followed to encourage sustainability in the workplace.

Unit Title: Working in Horticulture
Unit Reference Number: L/504/1461

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working in horticulture. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in a horticultural workplace.	1.1. State health and safety rules in a horticultural workplace.
	1.2. Maintain the safety of self and others in a horticultural workplace.
	1.3. Identify fire procedures in a horticultural workplace.
2. Know types of horticultural equipment used when working in a workplace.	2.1. Recognise common horticultural equipment.
	2.2. State their use of horticultural equipment in a workplace.
3. Be able to use a piece of horticultural equipment safely in a workplace.	3.1. State why horticultural equipment must be checked for safety.
	3.2. Participate in a given activity using equipment in a horticultural workplace, safely.
4. Know where to store different types of horticultural equipment in a workplace.	4.1. Participate in cleaning and storing horticultural equipment safely after use.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used in horticulture may include handheld gardening tools, forks, spades and shovels, pruning shears, picks, racks, hoe, hand trowel, sprinklers, sprayers, wheelbarrows, scythe, watering equipment, lawn mowers, seed spreaders, powered strimmer, hedge cutters etc.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment may be stored in garages, shed, greenhouses, secure storage cabinets etc. Learners can familiarise themselves with procedures for waste and recycling of any equipment/stock to encourage sustainability.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Carry out a Practical Activity in the Workplace
Unit Reference Number: M/504/1307

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

In this unit, learners will demonstrate their ability to carry out a practical activity in the workplace and show how they can use appropriate equipment and materials and working safely complete the task.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to plan a practical activity in the workplace.	1.1. Identify the practical activity to be carried out in the workplace.
	1.2. Identify the materials and/or equipment they will need.
	1.3. Identify some of the steps within the activity.
2. Be able to carry out a practical activity in the workplace.	2.1. Carry out the practical activity in the workplace.
	2.2. Identify who to ask for support where required.
3. Be able to work safely.	3.1. Use tools and equipment safely in carrying out the activity.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The practical activity will vary depending on the learner's workplace. Learners may be supported to select appropriate materials, resources and equipment.

The equipment and materials will vary depending on the activity chosen. Learners may be supported to select appropriate materials, resources and equipment.

Participating in an activity involves:

- Using the correct materials or equipment for the task
- Completing activities as required by role
- Identifying who to ask for support with the activity
- Using tools and equipment safely

Working safely may involve use of protective equipment and clothing, dealing with hazardous substances, knowing prohibited activities such as no smoking or unauthorised access, following signs and notices, etc.

Suggested opportunities to develop wider awareness, learning and skills

Well-being	Sustainability
Learners could: • Discuss the positive feelings of well-being when carrying out a practical activity in the workplace. • Connect with others when carrying out an activity, connecting is one of the Five Ways to Well-being.	Learners could: • Have an awareness for recycling procedures are ensure they are followed correctly.

Unit Title: Working in Retail
Unit Reference Number: M/504/1453

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working within a retail environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in a retail workplace.	1.1. State health and safety rules in a retail workplace.
	1.2. Maintain the safety of self and others in a retail workplace.
	1.3. Identify fire procedures in a retail workplace.
2. Know types of equipment used in a retail workplace.	2.1. Recognise types of equipment used in a retail workplace.
	2.2. State their use of equipment in a retail workplace.
3. Be able to use a piece of equipment safely in a retail workplace.	3.1. Participate in a given activity, using equipment in a retail workplace, safely.
4. Be able to communicate with others in a retail workplace.	4.1. Respond to queries politely.
	4.2. Identify a person to refer a query to in a retail workplace.
	4.3. Identify a person to refer a complaint to in a retail workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used in retail may include cash registers and tills, various bags, baskets, open and closed signs, security systems, shelves, racks, hangers, pricing equipment etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Communications in a retail environment may involve other team members, staff from other departments, managers and supervisors, customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Discuss personal feelings of positivity and emotional well-being when learning about the retail workplace. • Connect with others and encourage role play of retail workplace.	Learners could: • Describe how stock can be recycled or reused if it is no longer fit for sale. • Ensure recycling procedures are followed to show sustainability in the retail workplace. • Think about packaging and use of plastic bags and how they are bad for the environment.

Unit Title: Using ICT Equipment in the Workplace
Unit Reference Number: R/504/1302

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

In this unit, learners will demonstrate an understanding of the health and safety rules when using ICT in the workplace. They will know the types of common ICT equipment used in the workplace and state ways in which they may keep a clean and tidy work station.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know health and safety rules when using ICT in the workplace.	1.1. State health and safety rules when using ICT in the workplace.
	1.2. Maintain the safety of self and others in the workplace.
	1.3. Identify fire procedures when using ICT equipment in the workplace.
2. Know types of ICT equipment used in the workplace.	2.1. Recognise types of common ICT equipment used in a workplace.
	2.2. State their use of ICT equipment in a workplace.
3. Be able to use ICT equipment safely in a workplace.	3.1. State why ICT equipment must be checked for safety.
	3.2. Participate in a given activity using ICT equipment safely.
4. Be able to maintain ICT equipment in a workplace.	4.1. State ways to keep an ICT work station tidy.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Health and Safety rules may include use of protective equipment and clothing, dealing with hazardous substances (such as toner, inks etc), following signs and notices, using screen displays appropriately, taking breaks from screens, fire procedures etc.

Information and Communication Technology used in the workplace may include equipment such as printers, smartphones, tablets, Smartboards, interactive screens, laptops, headsets, sign in screens, photocopiers etc, using the internet and intranet, using word processing, spreadsheets and presentation software, collaborative tools (such as Google Docs, Trello, Teams), using telephones and video calling equipment.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items.

ICT workstations may be kept tidy by clearing desk of paper at the end of the day and securing them in a locked draw, avoiding trailing wires and cables, switching off screens and computers at the end of the day, locking screens when leaving the desk etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Reflect on the digital skills used and how they can be used in the workplace. • Discuss digital skills/tools that they could develop.	Learners could: • Follow safety procedures when using IT equipment to ensure well-being.

Unit Title: Working in Catering
Unit Reference Number: R/504/1459

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working within a catering environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment. They will know who to contact in the event of a query or complaint.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in a catering workplace.	1.1. State health and safety rules in a catering workplace.
	1.2. Maintain the safety of self and others in a catering workplace.
	1.3. Identify fire procedures in a catering workplace.
2. Know types of catering equipment used in a workplace.	2.1. Recognise common catering equipment used in a workplace.
	2.2. Name common pieces of catering equipment used in a workplace.
	2.3. State their use of catering equipment in a workplace.
3. Be able to use a piece of catering equipment safely in a workplace.	3.1. Participate in a given activity using catering equipment in a workplace, safely.
4. Be able to store different types of catering equipment in a workplace.	4.1. Participate in cleaning and storing catering equipment in a workplace safely after use.
5. Be able to communicate in a catering workplace.	5.1. Respond to queries politely.
	5.2. Identify a person to refer a query to in a catering workplace.
	5.3. Identify a person to refer a complaint to in a catering workplace.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Equipment used in a catering environment may include knives, utensils, pots and pans, cook/frying/grilling equipment, preparation equipment, refrigeration, freezers, hot water boilers, food warmers and service equipment, microwaves etc. Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc. Equipment may be stored in refrigerators, freezers, store cupboards, cabinets, knife chests, drawers etc. Equipment and stock used in catering may produce waste that should be disposed of in an environmentally friendly way Communications in a catering environment may involve other chef, the head chef, staff from other departments, managers and supervisors, customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Working in Hospitality
Unit Reference Number: R/504/1462

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working in hospitality. Learners will develop an understanding of the safety rules whilst working in a hospitality environment and participate in a relevant activity in the workplace demonstrating good personal presentation and customer service skills. They will know who to contact in the event of a query or complaint.

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Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in hospitality.	1.1. State health and safety rules when working in hospitality.
	1.2. Maintain the safety of self and others when working in hospitality.
	1.3. Identify fire procedures in a hospitality workplace.
2. Know the importance of good personal presentation when working in hospitality.	2.1. State the importance of good personal presentation when working in hospitality.
3. Know the importance of good customer service when working in hospitality.	3.1. State why customer service is important when working in hospitality.
4. Be able to use good customer service when working in hospitality.	4.1. Demonstrate good customer service when working in hospitality, with support.
5. Be able to communicate with others when working in hospitality.	5.1. Respond to queries politely when working in hospitality.
	5.2. Identify a person to refer a query to in a hospitality workplace.
	5.3. Identify a person to refer a complaint to in a hospitality workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Good presentation is important to promote a professional image, brand identity, protect self and others, prevent the cross-contamination etc.

Learners can familiarise themselves with procedures for waste and recycling of any equipment/stock to encourage sustainability in hospitality settings.

Good customer service is important to meet customer expectations and needs, resolve customer complaints, increase customers, generate repeat business, customer loyalty, increased sales etc.

Communications in a hospitality environment may involve other team members, managers and supervisors, customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use internet to navigate hospitality website and booking systems. • Practise word processing skills, taking and managing bookings in online systems.	Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Feeding Animals
Unit Reference Number: T/504/1308

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to develop skills to feed animals. Learners will understand how to feed animals safely and clean feeding equipment after use.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working with animals.	1.1. State health and safety rules when working with animals.
	1.2. Maintain the safety of self and others when working with animals.
2. Be able to feed animals.	2.1. State where feeding equipment is stored.
	2.2. Identify that feeding equipment is clean before use.
	2.3. Identify which food to give to an animal.
	2.4. Participate in feeding an animal.
	2.5. Participate in cleaning feeding equipment after use.
3. Be able to reflect on own performance.	3.1. State what went well when feeding animals.
	3.2. State what might be improved when feeding animals.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, prohibited activities such as no smoking or unauthorised access, following signs and notices, etc.

Feeding equipment may include bowls, drinking bottles, buckets, scoops, jugs, troughs, mangers etc.

The type of food will vary depending on the animal being fed.

Reflecting on own performance involves:

- Thinking about what went well
- Thinking about what could have been done better
- Indicating improvements in future practice.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Reflect and discuss with others the positive feeling of well-being experienced when working with animals.
- Reflecting on what went well and what could be improved.

Unit Title: Working on a Farm
Unit Reference Number: T/504/1454

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working within a farming environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules on a farm.	1.1. State health and safety rules on a farm.
	1.2. Maintain the safety of self and others on a farm.
	1.3. Identify fire procedures on a farm.
2. Know types of equipment used on a farm.	2.1. Recognise common equipment used on a farm.
	2.2. State their use of equipment on a farm.
3. Be able to use a piece of equipment safely on a farm.	3.1. State why equipment on a farm must be checked for safety.
	3.2. Participate in a given activity, using equipment on a farm, safely.
4. Know where to store different types of equipment safely on a farm.	4.1. State where to store personal protective equipment safely on a farm.
	4.2. State where to store farming equipment safely.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used on a farm may include hand forks, spades and shovels, pruning shears, picks, racks, hoe, hand trowel, sprinklers, sprayers, wheelbarrows, scythe, seed drills, harrows, cultivators, tractors etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items.

Equipment may be stored in sheds, barns, secure storage areas for hazardous substances and chemicals, locked cabinets and tool chests etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Reflect on the positive feelings of well-being gained from learning about working on a farm.	Learners could: • Ensure recycling procedures are followed to show sustainability in the farm environment. • Think about safe and responsible disposal of hazardous products and chemicals.

Unit Title: Working as a Volunteer
Unit Reference Number: Y/504/1303

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 2

The aim of this unit is to prepare learners for working as a volunteer. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working as a volunteer.	1.1. State health and safety rules when working as a volunteer.
	1.2. Maintain the safety of self and others when working as a volunteer.
	1.3. Identify fire procedures when working as a volunteer.
2. Know types of equipment used when working as a volunteer.	2.1. Recognise types of equipment used when working as a volunteer.
	2.2. State their use of equipment when working as a volunteer.
3. Be able to use a piece of equipment safely when working as a volunteer.	3.1. Participate in a given activity, using equipment when volunteering in a workplace, safely.
4. Be able to communicate with others when working as a volunteer.	4.1. Respond to queries politely.
	4.2. Identify a person to refer a query to, when working as a volunteer.
	4.3. Identify a person to refer a complaint to, when working as a volunteer.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used when volunteering will vary depending on the environment but may include office equipment, catering and cooking equipment, retail or sales equipment, hand tools etc. Learners can familiarise themselves with procedures for waste and recycling of any equipment/stock to encourage sustainability.

Communications in a volunteering environment may involve other volunteers, other members of staff, managers and supervisors, clients and customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with people can have positive impacts on our well-being as part of the Five Ways to Well-being. • Reflect on the act of 'giving' as a way towards positive well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Action Planning to Improve Performance
Unit Reference Number: Y/504/1625

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit enables learners to recognise three of their strengths and select two areas of self-improvement. The learner will then select targets to achieve improvement in a chosen area and discuss how they might be achieved with a relevant person.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise some of their strengths.	1.1. Identify three of their strengths.
2. Be able to recognise areas for self-improvement.	2.1. Identify two priority areas for self-improvement.
3. Be able to identify personal targets for improvement.	3.1. Identify targets which will help to improve their performance in the priority area.
	3.2. Identify how targets might be achieved.
	3.3. Identify by when targets might be achieved.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Strengths may include speaking, reading, writing, number skills, being healthy, keeping safe, dealing with problems, relationships with people, visiting places, getting information from ICT, using ICT, following instructions etc. Areas for self-improvement may include communications, mathematical, ICT, independent living, engaging with the world. A target may be communicated to a tutor, teacher, support assistant, peers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify specific digital skills that they could improve further. It could include gaining or expanding knowledge and skills in areas of word processing, spreadsheets, emailing, digital photo editing. • Use a range of online tutorial videos that encourage development of digital skills e.g. YouTube.	Learners could: • Identify targets for development that relate to their own well-being, linking positive changes to increased performance. There are opportunities to explore the concepts from the Five Ways to Well-being e.g. **Connecting:** spending time with friends and family, or gaining confidence to build new connections with new people. **Being Active:** making changes to increase levels of physical activity. **Give:** giving time and energy to others, such as volunteering or supporting a friend.	Learners could: • Consider this is an area to improve their own understanding as there is a growing emphasis placed on sustainability and the impacts our personal choices have on our environment. It is seen as an opportunity to change our habits. • Think about personal targets that could support access to potential career pathways green skills sector.

Unit Title: Using Reading Skills in a Workplace
Unit Reference Number: A/504/1701

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to consider the reading skills that are required for a role within the workplace, identify reading skills that need to be developed and take part in activities to develop such skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use reading skills in a workplace.	1.1. List tasks which require reading skills in a workplace.
	1.2. Give an example of using reading skills in a workplace.
2. Be able to identify reading skills that they need to develop for a workplace.	2.1. State reading skills they need for a workplace.
	2.2. List their reading skills that need to be developed in a workplace.
	2.3. Agree an action plan to develop their reading skills in a workplace.
3. Be able to develop reading skills in a workplace.	3.1. Take part in activities to develop their reading skills in a workplace, independently.
	3.2. Apply reading skills in their job role, independently.
4. Be able to review their learning.	4.1. Identify what went well with using reading skills in a workplace.
	4.2. Give examples of further work needed to develop own reading skills.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require reading skills may include reading emails, simple documents, notes, notices and signs etc.

Reading skills involve reading words correctly, understanding and extract the main points in texts, identify different purposes of texts, use strategies to find the meaning of words (use dictionary, working out meaning from context), understand organisational features and use them to locate relevant information (contents, index, menus, tabs and links).

Development activities may include courses and training, practising, self-learning etc.

Reviewing own learning involves thinking about what went well and what further skills need to be developed.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Encourage reading from online sources including emails, websites, blogs, online books and magazines.	Learners could: • Discuss the feeling of well-being when developing their skills reading documents in the workplace. • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Building Confidence and Self-Esteem
Unit Reference Number: K/508/5502

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of the unit is to develop an understanding of confidence and self-esteem, identify ways in which these can be developed and recognise feelings that go with high levels of confidence and self-esteem**.**

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how confidence and self-esteem can change their life.	1.1. Outline what confidence and self-esteem are.
	1.2. Identify ways that being confident and feeling good about themself can change their life.
2. Understand a way in which confidence and self-esteem can be damaged.	2.1. Identify ways in which confidence and self-esteem can be damaged.
	2.2. Identify ways that their life could be changed if their confidence and self- esteem were to be damaged
3. Understand how confidence and self-esteem can be increased.	3.1. Identify ways of building confidence and self-esteem.
4. Understand feelings surrounding confidence and self-esteem.	4.1. Give examples of good feelings that are linked with self-esteem.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Confidence may be defined as ‘a belief in yourself and what you can do’.

Self-esteem is defined as ‘the attitude that you have towards yourself’.

Being confident and feeling good may promote good health, develop good relationships, enable positive contributions to workplace and community etc.

Self-esteem and confidence may be damaged by illness, abuse, family issues such as divorce or separation, poor childhood experiences, bereavement, being bullied etc.

Ways of building confidence and self-esteem include exercising regularly, focus on successes, get support when needed, make a list of positives, eat well, don’t make comparisons between yourself and others, don’t dwell on mistakes, set attainable goals etc.

Good feelings that go with confidence and self-esteem include feeling good about yourself, feeling happy, knowing what you are good at, enjoying life.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Discuss the sense of well-being that comes with self-esteem and confidence.
- Give compliments to others which is one of the Five ways to Well-being.
- Promote ways in which they can build self-esteem and confidence in themselves and others.

Unit Title: Preparing for and Taking Part in an Interview
Unit Reference Number: D/504/1626

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Through this unit, learners will be able to prepare and take part in an interview, responding to questions asked by the interviewer and reviewing their own performance.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Know how to prepare for an interview.	1.1. Identify what to wear for an interview.
	1.2. Outline how to get to an interview.
	1.3. Give examples of questions an interviewer might ask.
2. Be able to take part in an interview.	2.1. Identify three pieces of information that may be given about themself in an interview situation.
	2.2. Give examples of how to behave in an interview.
	2.3. Respond to questions asked by the interviewer.
	2.4. Identify what went well in the interview.
	2.5. Identify what they could do to improve interview skills.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Preparing for an interview involves:

- Deciding what to wear that is appropriate for the chosen workplace.
- Ensuring interview environment is clean and presentable when conducting an interview online.
- Finding out how to get to the interview (car, train, bus, on foot)
- Ensuring that all ICT/ Digital devices and mode of communication is set up for an online interview (access to Teams, Zoom, good internet connection, camera quality, correct audio).
- Thinking about questions that the interviewer might ask.
- Gathering information about self to use at interview.

Good interview behaviours include arriving on time, appropriate greeting, personal presentation, listening, speaking clearly, asking questions, responding to questions etc.

Reviewing performance will involve stating what went well and what could have been improved.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use the internet to find out the best way to travel to the interview, using online timetables for the bus/train. • Write lists on their smartphone/laptop/tablet with information about themselves that could be used at the interview. • Use digital skills if the interview is being carried out online, setting up their device and ensuring good connection, sounds and video.	Learners could: • Benefit from mindfulness techniques in preparation for the interview. • Reflect and discuss how they feel when wearing the correct clothing for an interview: self-confidence, smart, professional etc. • Connect with others by using role play techniques to practice interview skills.

Unit Title: Using Writing Skills in a Workplace
Unit Reference Number: F/504/1702

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will identify the writing skills needed in the workplace and take steps to improve their own writing skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use writing in a workplace.	1.1. List tasks which require writing skills in a workplace.
	1.2. Give an example of their use of writing skills in a workplace.
2. Be able to identify writing skills that they need to develop for a workplace.	2.1. State writing skills they need for a workplace.
	2.2. List writing skills that they need to develop in a workplace.
	2.3. Agree an action plan to develop their writing skills in a workplace.
3. Be able to develop writing skills in a workplace.	3.1. Carry out activities to develop their writing skill in a workplace, independently.
4. Be able to review their learning.	4.1. Identify what went well with using writing skills in a workplace.
	4.2. Give examples of further work needed to develop their writing skills.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require writing skills may include writing notes, short letters, emails, notices, messages etc.

Writing skills involve using a range of punctuation correctly (full stops, question marks, exclamations marks and commas), form irregular plurals, use correct grammar, use first, second and third place letters to sequence words in alphabetical order, spell words correctly, communicate ideas and opinions clearly and in a logical sequence (e.g., chronological, task based), write text of appropriate level of detail and length, use appropriate format and structure when writing straightforward texts including the use of headings and bullet points, write compound sentences and paragraphs where appropriate, use language appropriate for audience and purpose.

Action plans may be agreed with a tutor/teacher, workplace supervisor or manager, support assistant etc.

Development activities may include courses and training, practising, self-learning etc.

Reviewing own learning will involve stating what went well in developing writing skills and what further skills need to be developed.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Compose emails and word-processed documents to show writing skills in the workplace.	Learners could: • Discuss the feeling of well-being when developing their skills writing documents in the workplace. • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Looking and Acting the Part in the Workplace
Unit Reference Number: H/504/1482

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit enables learners to understand the appropriate personal presentation and personal hygiene for their working environment and how to conduct themselves in the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to choose clothing and footwear for the workplace.	1.1. Identify what clothing should be worn in two different workplaces.
	1.2. Identify which footwear should be worn in two different workplaces.
	1.3. Give examples of why personal presentation is important at work.
2. Know the importance of personal hygiene.	2.1. Identify reasons why having a regular personal hygiene routine is important.
	2.2. Give examples of personal hygiene routines.
3. Know how to conduct themself at work.	3.1. Outline three rules in a workplace.
	3.2. Give examples of what language should not be used in the workplace.
	3.3. Give examples of behaviour that should be used in the workplace.
	3.4. Identify the start time at a workplace.
	3.5. Identify why it is important to arrive at work on time.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Clothing may include formal wear (suits, shirts, ties etc), informal wear, uniforms, protective wear etc. Footwear may include formal or informal, protective (such as steel toe-capped), waterproof etc. Personal presentation is important to protect the image of the organisation, keep the individual safe and protected from harm, be recognised as a member of staff etc. Personal hygiene relates to keeping clothes clean and tidy, bathing and showering regularly, grooming and washing hair regularly, using deodorants, brushing teeth daily etc. Rules in the workplace may relate to time-keeping and punctuality, personal presentation, behaviours and codes of conduct, health and safety etc. Language that should not be used in the workplace includes swearing, offensive language, abusive language, racist language etc. Behaviour that is unacceptable in the workplace includes bullying, name calling, gossiping, spreading rumours, being unkind, harassing others, discrimination, aggression etc. Arriving at work on time is important to show respect for your employers and others at work, to work full contractual hours that you are paid for, shows you are organised, contributes to the organisation's image and professionalism etc.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use the internet to help find appropriate clothing choices. • Use digital skills to look for and buy clothes, shoes and toiletries online.	Learners could: • Discuss their feelings on looking the part and how this brings an overall feeling of well-being and self-esteem. • Benefit from the personal skills gained when knowing how to conduct themselves at work.

Unit Title: Travelling to and from Work
Unit Reference Number: H/504/1692

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will know different ways of travelling to and from work, select the most appropriate way for their own workplace and plan a route to and from work. Learners will be able to pay for travel to work and make the journey to work, independently, using one type of transport.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different types of transport.	1.1. Name three types of transport to use for travel to and from work.
	1.2. Identify types of transport to use for travel to and from their workplace.
2. Be able to plan the route to work from their home.	2.1. Give an example of a route from their home to work.
	2.2. Give an example of a route from their work to home.
3. Be able to arrive at work on time.	3.1. State the time they start work.
	3.2. Identify how long it takes to travel to work from their home.
	3.3. Identify what time they need to leave home to make sure that they arrive at work on time.
4. Be able to use a method of transport to travel to work.	4.1. Give examples of how to pay for travel on public transport.
	4.2. Make a journey to their workplace using one type of transport, independently.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ways of travelling to and from work include on foot, by bus, by train, by car etc.

Learners will be required to plan the route to and from their place of work (this could by using timetables, online route planners, or public transport service apps).

Learners will make the and make the journey, independently, and may use a variety if methods to pay for the journey (e-tickets, QR Codes, cash and paper tickets, travel app).

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use an app for bus/train timetables to get to and from work. • Use a map on their smartphone to help find the best route to work.	Learners could: • Identify how they feel about planning their journey; confident, nervous, excited. • Think about concepts from the Five Ways to Well-being such as: **Being Active**: making changes to increase levels of physical activity, such as walking to work, getting off the bus a stop earlier to add a walk to the journey. This is good for physical and mental health.	Learners could: • Begin to think about how some of the ways they travel are sustainable and better for the environment for example, walking, cycling, car sharing public transport.

Unit Title: Follow Instructions in the Workplace
Unit Reference Number: J/504/1684

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will know different ways in which instructions may be given at work and follow instructions to complete two activities independently in the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how instructions are given in the workplace.	1.1. Identify two ways instructions can be given in the workplace.
	1.2. List people who may give you instructions in the workplace.
2. Be able to follow instructions in the workplace.	2.1. Follow instructions to complete two activities in the workplace, independently.
	2.2. Identify ways to carry out instructions safely in the workplace.
	2.3. Identify how well they carried out the instructions.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Instructions may be given by one to one, face to face, in group meetings, in writing (emails, documents, manuals, procedures etc), by telephone etc.

Following instructions involves:

- Listening carefully
- Paying attention
- Asking questions to seek clarification

Learners are required to review how well they carried out instructions.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being
Leaners could: • Access instructions via email, chat or word-processed documents.	Learners could: • Feel confident in being able to follow instructions clearly. • Discuss how well they carried out instructions and what they could do to improve in the future.

Unit Title: Using Communication Skills in a Workplace
Unit Reference Number: J/504/1698

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit outlines the communication skills necessary to carry out tasks in the workplace and requires learners to develop an action plan that outlines the skills that need to be developed. Learners will be required to demonstrate effective communication skills in their job role independently.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use communication in a workplace.	1.1. List tasks which require communication skills in a workplace.
	1.2. Give an example of their use of communication skills in a workplace.
2. Be able to identify what communication skills they need to develop for a workplace.	2.1. State communication skills they need in a workplace.
	2.2. List communication skills that they need to develop in a workplace.
	2.3. Agree an action plan to develop their communication skills in a workplace.
3. Be able to develop communication skills in a workplace.	3.1. Take part in activities to develop their communication skills in a workplace, independently.
	3.2. Use communication skills in their job role, independently.
4. Be able to review their learning.	4.1. Identify what went well with using communication skills.
	4.2. Give examples of further work needed to develop their communication skills.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require communication skills may include giving and receiving instructions, taking part in discussions, giving presentations using a range of media (digital devices, interactive screens, talks etc.) contributing to meetings (both face to face and using online methods), giving and receiving information (handouts, visual presentations, sharing files via collaborative tools, screen sharing) etc.

Communication skills may include listening, speaking, non-verbal body language, tone and pitch, volume, being open-mined, respect for others, using meeting etiquette/netiquette, using chat box/ messaging functions and interactive tools when participating in an online meeting.

Development activities may include courses and training, observing others, practising, self-learning etc.

Reviewing own learning involves:

- Thinking about what when well
- Thinking about what communication skills to develop next.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Use word processed documents or emails to communicate with others in their workplace.	Learners could: • Benefit from knowing personal skills they might develop when communicating with others. • Reflect on how developing skills and experiences benefits their own well-being in different ways: **Connecting**: connecting with colleagues in a workplace, having positive social interactions and working relationships.

Unit Title: Using ICT Skills in a Workplace
Unit Reference Number: L/504/1699

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will demonstrate an understanding of the tasks that require the use of ICT in the workplace. They will identify the ICT skills necessary in their workplace and develop an action plan that outlines their ICT skills that need to be developed. They will be able to demonstrate their ICT skills competing relevant tasks and review their own performance.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know ICT skills needed in a workplace.	1.1. List tasks which require ICT skills in a workplace.
	1.2. Give an example of their use of ICT skills in a workplace.
2. Be able to identify ICT skills that they need to develop for a workplace.	2.1. State which ICT skills they need for use in a workplace.
	2.2. List ICT skills that they need to develop in a workplace.
	2.3. Agree an action plan to develop their ICT skills in a workplace.
3. Be able to develop ICT skills in a workplace.	3.1. Carry out activities to develop their ICT skills in a workplace.
	3.2. Use ICT skills in their job role in a workplace.
4. Be able to review own learning.	4.1. Identify what went well with using the ICT skills that have been developed.
	4.2. Give examples of which ICT skills they need to develop further.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Tasks that require ICT skills in the workplace may include using equipment such as printers, smartphones, tablets, interactive screens, photocopiers etc, using the internet and intranet, using word processing, spreadsheets and presentation software, using telephones/ VoIP/ headsets, collaborative tools, email and video calling equipment. ICT skills may include using an ICT system for a given need, storing information, following safety and security procedures, using simple searches to find information, selecting relevant information, entering, editing and formatting information including texts, graphics, numbers or other content, checking information for accuracy, printing information, using ICT communications to read, send and receive electronic messages, conduct video calls and share information etc. Development action plans may be agreed with a tutor/teacher, supervisor or manager, support assistant etc. Development activities may include courses and training, self-learning, practising etc. Reviewing own learning involves: • Thinking about what when well • Thinking about what ICT skills to develop next.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Build their digital skills, using smartphones, tablets and laptops. • Understand ways they can use ICT in the workplace, such as sending emails, using the internet. • Open and work on different documents, simple word processing application or spreadsheets. • Discuss what ICT skills they can further develop.	Learners could: • Build their confidence using ICT in the workplace which will bring a sense of achievement and well-being. • Discuss different ways in which ICT can be used in the workplace. • Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Making Career Choices
Unit Reference Number: M/504/1484

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit learners will identify a variety of jobs and careers and indicate the requirements of each of these options. In addition, learners will select an employment, training or education option that is suited to their needs, giving reasons for their choice.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to identify requirements for specific jobs.	1.1. Identify three jobs or careers they know about.
	1.2. Identify a requirement for each of three given jobs or careers.
2. Be able to identify alternatives to paid employment.	2.1. Give an example of an alternative to paid employment.
3. Be able to identify an employment, training or education option for themself.	3.1. Identify employment, training or education options.
	3.2. Select an employment, training or education option for themself.
	3.3. Give a reason for their choice.
	3.4. Identify key information about the chosen option.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Use a range of resources to identify job opportunities, such as: online job markets (Monster, Indeed etc) local paper, social media, online search, job centre etc.

Learners will discuss three jobs or careers that are known to them and indicate the specific requirements of each of the jobs selected. (Use filter function on online/ job market searches to identify specific requirements such as location, qualifications and experience).

Job requirements may include skills, knowledge, attitudes and behaviours expected specific to the job roles selected.

Alternatives to paid employment may include training courses, education (school or colleges), volunteering, work experience etc.

Information about employment, training and education options may come from school/college prospectus, websites, job centres and agencies, newspapers, library, careers guidance officer etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Identify existing digital skills that would be beneficial to them in a job or training environment. • Discuss digital skills/tools that they could develop in the future to support them in a chosen area of work. • Use online search engines to identify job opportunities.	Learners could: • Discuss how training and employment can promote feelings of positive well-being. • Identify why alternatives to work, such as volunteering, is recognised as benefitting individual well-being.	Learners could: • Research jobs or training options that link to sustainability and the environment (recycling, green energy, digital, green transport, construction).

Unit Title: Managing Money
Unit Reference Number: T/504/1485

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

In this unit, learners will understand regular and irregular sources of income and expenditure and be able to identify coins and notes needed to pay for multiple items.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand sources of income.	1.1. Identify regular and irregular sources of income.
2. Understand expenditure.	2.1. Identify regular and irregular expenditure.
3. Be able to use coins and notes in transactions.	3.1. Identify coins and notes needed to pay for multiple items.
	3.2. Identify change required when paying for multiple items.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Regular sources of income may include wages, pocket money or allowances, state benefits etc. Irregular sources of income may include monetary gifts, bonuses, overtime, interest on savings etc. Regular expenditures may include rent/mortgage, utility bills, mobile phone charges, food, essential wear, bus or train fares etc. Irregular expenditure may include unexpected bills such repairing breakdowns or damages, annual payments such as one-off insurance payments, fashion clothes, eating out, buying gifts for others etc. Coins and notes include 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Create spreadsheets for income and expenditure.	Learners could: • Discuss how feeling in control of their own money makes them feel better. • Gain confidence from understanding how to pay for items with coins and notes

Unit Title: Dealing with Problems at Work
Unit Reference Number: T/504/1678

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit aims to develop skills in dealing with problems in a workplace setting. It enables learners to recognise that a problem at work exists, communicate the problem to relevant people and actively take part in solving the problem.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be aware of problems when they arise in the workplace.	1.1. Identify there is a problem in the workplace.
	1.2. Identify how the problem affects them.
	1.3. Identify two actions they could take when a given problem arises in the workplace.
2. Know who to ask for help when a problem arises in the workplace.	2.1. Name two people who can help solve a given problem in the workplace.
	2.2. Select two people to help solve a given problem in the workplace.
3. Be able to take part in solving a problem in the workplace.	3.1. Take part in solving a problem in the workplace, independently.
	3.2. Provide a solution to the problem.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Problems at work may include targets not being met, poor working relationships, people not working as expected, workload too heavy, skills and achievements not being recognised etc.

Problems may affect individuals by causing anxiety, upset and stress, missing deadlines, breakdown in relationships with others, disappointment and job dissatisfaction.

Solving problems involves:

- Identifying the problem
- Discussing the problem with relevant people
- Seeking the assistance of someone to solve the problem
- Suggesting alternative solutions to solve the problem
- Selecting and justifying the best option to resolve the problem
- Actively taking part in solving the problem

People who may help solve a problem may include supervisors or managers, other team members, staff from other departments, human resources etc.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Identify the feelings that they might relate to problems experienced in the workplace (worry, anxiety, low mood, lack of motivation etc). • Consider ways to manage negative feelings that impact their well-being, such as talking to someone about any worries, using relaxation and breathing exercises to manage feelings of anxiety. • Benefit from knowing personal skills they might develop to support problems experienced at work e.g. building confidence in talking to people, writing worries/concerns down before seeking assistance, taking notice and listening to advice. • Build connections with those around you to help solve the problem.

Unit Title: Decision Making in the Workplace
Unit Reference Number: T/504/1681

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to develop skills in actively taking part in decision making at work and actively contribute to discussions to make a decision. Learners will demonstrate their ability to make decisions independently.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to make a decision at work, independently.	1.1. Give an example of when a decision needs to be made in the workplace.
	1.2. Name a person who can advise them in the decision-making process.
	1.3. Make a decision at work independently.
2. Be able to work with others in the workplace to make a decision.	2.1. Take part in discussions in the workplace to make a decision.
	2.2. Make relevant contributions to a discussion in the workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Decisions may need to be made to solve problems, allocate tasks, responsibilities and roles, set targets and deadlines, choose specific courses of action etc.

Decision making involves:

- Identifying the problem or task
- Gathering information
- Considering solutions
- Choosing an appropriate solution
- Implementing decision and actions
- Reviewing outcomes

People who may provide support in the decision-making process include supervisors, managers, team members, staff from other departments etc.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Benefit from positive feelings of well-being when being part of the decision-making process which helps self-esteem and confidence.
- Connect and work with others when making a decision.
- Review what went well and not so well and how it can be improved.

Unit Title: Working with Others
Unit Reference Number: T/504/1695

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit develops skills in working with others so that the learner can actively take part in a group activity, seeking help and assistance as necessary from a relevant person.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to work with others.	1.1. Outline ground rules to follow when working with others.
	1.2. Name who to work with on a given group activity.
	1.3. Identify their role in a given group activity.
2. Be able to participate in a given group activity.	2.1. Outline steps to be undertaken in a group activity.
	2.2. Outline their tasks within a group activity.
	2.3. Name who to ask for help or support whilst taking part in a group activity.
3. Be able to review their role in working with others.	3.1. Identify what went well when working with others.
	3.2. Identify what they found difficult when working with others.
	3.3. Identify a way to improve how to work with others.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ground rules may include not interrupting each other, not criticising others, respecting others, observing confidentiality, agreeing task outcomes and achievements, being on time, agree roles and responsibilities etc.

Participating in a group involves:

- Agreeing task and outcomes
- Understanding role within the group
- Identify people who may provide help or support.
- Carry out tasks as agreed.

Reviewing own role involves:

- Considering what went well.
- Considering what was found to be difficult.
- What can be improved in the future.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Identify the feelings that they might relate to working with others both positive and negative. • Benefit from knowing personal skills they might develop working with others. • Feel confidence in knowing how to improve relationships when working with others.

Unit Title: Using Number Skills in a Workplace
Unit Reference Number: T/504/1700

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will identify the tasks requiring number skills in the workplace and consider their own number skills, taking steps to improve their own number skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to use number in a workplace.	1.1. List tasks which require number skills in a workplace.
	1.2. Give an example of their use of number skills in a workplace.
2. Be able to identify number skills that they need to develop in a workplace.	2.1. State number skills they need in a workplace.
	2.2. List number skills that they need to develop in a workplace.
	2.3. Agree an action plan to develop their number skills in a workplace.
3. Be able to develop number skills in a workplace.	3.1. Carry out activities to develop their number skills in a workplace, independently.
	3.2. Apply number skills in their job role, independently.
4. Be able to review their learning.	4.1. Identify what went well with using number skills in a workplace.
	4.2. Give examples of further work needed to develop number skills in a workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Tasks that require number skills may include handling money, preparing documents containing numbers, measuring products or ingredients, using time etc.

Number skills involve count to 1000, order and compare numbers up to 1000, Add and subtract three digit whole numbers, multiply two digit numbers by single and two digit numbers, divide three digit numbers by single and two digit numbers, rounding to the nearest 10 or 100, understand fractions (3rd, 5ths, 10ths), use decimals to two places, sequence numbers up to 100, sequence numbers involving decimals, express money in pounds and pence, calculate money using decimals, use am and pm in time and read analogue and digital clocks, compare measurements (weight, length, capacity, temperature using metric and imperial units, sort 2D and 3D shapes, extract information and interpret from lists, tables, diagrams and charts, create frequency tables, present information in tables, charts, graphs and bar charts.

Development activities may include courses and training, practising, self-learning etc.

Action plans may be agreed with a tutor/teacher, supervisor or manager, support assistant etc.

Reviewing own learning involves:

- Thinking about what went wel.
- Thinking about what number skills to develop next.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Discuss the feeling of well-being when developing their number skills in the workplace.
- Identify targets for development that relate to their own well-being, linking positive changes to increased performance.

Unit Title: Applying for Jobs and Courses
Unit Reference Number: Y/504/1480

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Thorough this unit, learners will be able to identify different ways of applying for a job or course and select information that may be used to support an application.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to apply for a job or course.	1.1. Identify ways of applying for a job or course.
	1.2. Identify information needed to complete an application for a job or course.
2. Know what information to use to support an application for a job or course.	2.1. Identify information that can be used to support an application for a given job or course.
	2.2. Select three pieces of relevant information to support an application for a given job or course.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Ways of applying for a job or course may include creating a CV, filling in an application form (both online and paper applications), in person, by telephone, signing up to recruitment agencies, using social media (Linkedin) etc.

Information needed to complete a job or course application include personal details (name, address, contact number, email address), qualifications and courses undertaken, skills, work experience, interest and hobbies etc.

Information that may be used to support an application may include references, testimonials, certificates, examples of previous work etc.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: • Word process their CV, covering letter etc. • Fill in an online application form. • Use search engines/internet for job searches. • Upload their CV, covering letter, personal statement to a job agency or job they wish to apply for. • Use digital skills to scan supporting information, such as certificates.	Learners could: • Consider activities that they take part in which promote their individuality and positive well-being. These activities can support an application in describing personal hobbies and interests such as: socialising with friends, gardening, exercising, volunteering etc.	Learners could: • Research jobs they wish to apply for that link to sustainability and the environment (recycling, green energy, digital, green transport, construction).

Unit Title: Understanding a Pay Slip
Unit Reference Number: Y/504/1673

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 3

The aim of this unit is to develop an understanding of the reasons why pay slips are issued and identify items that are included on a pay slip.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to recognise a pay slip.	1.1. Identify a pay slip.
	1.2. Identify key features of a pay slip.
2. Know why a pay slip is issued.	2.1. Identify why a pay slip is issued.
	2.2. Know when a pay slip is issued.
	2.3. Know how often a pay slip is issued.
	2.4. Identify why someone may not receive a pay slip.
3. Be able to recognise given items on a pay slip.	3.1. Locate two given items on a pay slip.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Pay slips are issued by the employer to the employee to show the amount of money earned and tax and national insurance deducted. Pay slips are issued at the end of a pay period, usually weekly or monthly depending on the contract of employment. A pay slip is only provided to those in paid employment and are not provide for voluntary workers or work experience that is unpaid.

Pay slips can come as a paper-based slip or an e-Pay slips which are accessible through a secure portal.

Items of a pay slip may include full name of employer, full name of employee, date of payment, gross pay, start and end date of salary period, any allowances for transport or uniforms, bonuses, overtime and additional payments, deductions made such as income tax and national insurance contributions, net pay (after deductions have been made), payroll number, tax code, pension contributions.

On an e-payment portal you can review previous pay slips as well as other employment documentation such as P60/P45.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Develop digital skills if payslips are online, using digital safety awareness.	Learners could: • Feel confidence in understanding where their money goes, such as pension and national insurance contributions.

Unit Title: Health and Safety Procedures in the Workplace
Unit Reference Number: Y/504/1687

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

This unit develops an understanding of health and safety in the workplace and ensure that individuals carry out tasks and use equipment in the workplace safety.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know health and safety procedures in the workplace.	1.1. Give examples of what to do in an emergency in the workplace.
	1.2. Name health and safety signs in the workplace.
	1.3. Name health and safety symbols in the workplace.
	1.4. Name who to go to if they need help or support in the workplace.
2. Be able to carry out tasks with regard to health and safety in the workplace.	2.1. Follow given health and safety procedures in the workplace when carrying out a task, independently.
	2.2. Give examples of how to keep their work area clean and tidy.
	2.3. Use equipment or tools independently in the workplace, safely.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Emergencies might include fire, accidents, illnesses, injury etc. Learners should be able to describe what to do in the event of such emergencies according to their workplace policies and procedures.

Health and Safety signs relate to prohibited actions, warning signs, mandatory signs, safe conditions signs, fire related signs.

Health and safety symbols include images used to convey messages such as in no smoking signs, hazard signs, protective equipment signs etc.

Help and support may come from supervisor, manager, colleagues, health and safety officer etc.

Working safely involves:

- Knowing the correct procedures for carrying out tasks
- Keeping the work area clean and tidy
- Using equipment and tools in line with instructions
- Following signs

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the relationship between health and safety in the workplace and overall well-being in the workplace. • Consider how a working environment that follows health and safety standards and has designated people to contact for issues or concerns can help people feel productive/supported. • Think about health and safety guidance which impacts their own personal health and well-being e.g. tidy workspace, clean facilities etc.	Learners could: • Ensure that when keeping areas clean and tidy any waste is recycled or disposed of responsibly.

UNIT SPECIFICATIONS

Unit Title: Making a Product
Unit Reference Number: A/504/1651

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to develop skills in making a product, identifying and using materials and equipment needed and ensuring materials and equipment are stored appropriately.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when making a product.	1.1 Follow health and safety rules when making a product.
2. Be able to choose suitable materials to make a product.	2.1. Identify materials to make a product.
	2.2. Identify their use of materials for making a product.
3. Know types of equipment to make a product.	3.1. Identify equipment to make a product.
	3.2. Identify their use of equipment for making a product.
4. Be able to use a piece of equipment to make a product safely.	4.1. Use equipment to make a product safely.
5. Know where to store materials and equipment.	5.1. Identify where equipment and materials should be stored.
6. Be able to recognise when equipment is unsafe.	6.1. Identify signs that equipment may be unsafe.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Material and equipment to make a product will vary depending on the product being made. Learners should be supported and prompted to identify suitable materials and equipment.

To use equipment safely the learner should use it in accordance with instructions and manual, use safety guards and devices, check maintenance of equipment, identify signs of wear and damage etc.

Equipment may be stored in cupboard, cabinets, storerooms, drawers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use a search engine to carry out research for developing a product.	Learners could: • Describe the feelings of satisfaction and positivity that they gain from making and completing a product.	Learners could: • Ensure recycling procedures are followed. • Think about safe and responsible disposal of hazardous products and chemicals when developing a product.

Unit Title: Working as a Volunteer
Unit Reference Number: F/504/1635

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to enable learners to work as a volunteer. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working as a volunteer.	1.1. Follow health and safety rules when working as a volunteer.
	1.2. Follow fire procedures when working as a volunteer.
	1.3. Identify who to report an accident to.
2. Know types of equipment used when working as a volunteer.	2.1. Name equipment used when working as a volunteer.
	2.2. Identify own use of equipment when working as a volunteer.
3. Be able to use a piece of equipment safely when working as a volunteer.	3.1. Carry out activities, using equipment when volunteering, safely.
4. Be able to communicate with others when working as a volunteer.	4.1. Respond to queries politely.
	4.2. Refer a query to an appropriate person when working as a volunteer.
	4.3. Refer a complaint to an appropriate person, when working as a volunteer.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used when volunteering will vary depending on the environment but may include office equipment, catering and cooking equipment, retail or sales equipment, hand tools etc.

Communications in a volunteering environment may involve other volunteers, other members of staff, managers and supervisors, clients and customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with people can have positive impacts on our well-being as part of the Five Ways to Well-being. • Reflect on the act of 'giving' as a way towards positive well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Working on a Farm
Unit Reference Number: F/504/1666

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working within a farming environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules on a farm.	1.1. Follow health and safety rules on a farm.
	1.2. Follow fire procedures on a farm.
	1.3. Identify who to report faulty farm equipment to.
	1.4. Identify who to report an accident to when working on a farm.
2. Know types of equipment used on a farm.	2.1. Name common equipment used on a farm.
	2.2. Identify equipment they use on a farm.
3. Be able to use a piece of equipment safely on a farm.	3.1. Identify why equipment on a farm must be checked for safety.
	3.2. Check that equipment on a farm is safe to use.
	3.3. Carry out activities, using equipment on a farm, safely.
4. Know where to store different types of equipment safely on a farm.	4.1. Identify where to store personal protective equipment safely on a farm.
	4.2. Identify where to store farming equipment safely.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used on a farm may include hand forks, spades and shovels, pruning shears, picks, racks, hoe, hand trowel, sprinklers, sprayers, wheelbarrows, scythe, seed drills, harrows, cultivators, tractors etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items.

Equipment including PPE may be stored in sheds, barns, secure storage areas for hazardous substances and chemicals, locked cabinets and tool chests etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Reflect on the positive feelings of well-being gained from learning about working on a farm.	Learners could: • Ensure recycling procedures are followed to show sustainability in the farm environment. • Think about safe and responsible disposal of hazardous products and chemicals.

Unit Title: Using ICT Equipment in a Workplace
Unit Reference Number: H/504/1627

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will demonstrate an understanding of the health and safety rules when using ICT in the workplace. They will know the types of common ICT equipment used in the workplace and state ways in which they may keep a clean and tidy workstation.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know health and safety rules when using ICT equipment in a workplace.	1.1. Follow health and safety rules when using ICT equipment in a workplace.
	1.2. Identify who to report faulty ICT equipment to.
	1.3. Identify who to report an accident to.
2. Know types of ICT equipment in a workplace.	2.1. Identify types of common ICT equipment used in a workplace.
	2.2. Name common pieces of ICT equipment used in a workplace.
	2.3. Identify their use of ICT equipment in a workplace.
3. Be able to use ICT equipment in a workplace.	3.1. Identify why ICT equipment must be checked for safety.
	3.2. Check that ICT equipment is safe to use.
	3.3. Carry out activities in the workplace using ICT equipment safely.
4. Be able to look after ICT equipment in a workplace.	4.1. Identify ways to keep an ICT workstation tidy.
	4.2. Tidy ICT equipment after use.
	4.3. Turn ICT equipment on and off.
	4.4. Identify where to store ICT equipment in a workplace.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Health and Safety rules may include use of protective equipment and clothing, dealing with hazardous substances (such as toner, inks etc), following signs and notices, using screen displays appropriately, having the correct desk equipment and it being set up appropriately (screen height, adjustable chair etc.) , taking breaks from screens, using glasses if required , fire procedures etc. ICT faults should be reported to a supervisor, manager or IT technician/help desk etc. Accidents should be reported to a supervisor, manager, first aider or health and safety officer etc. Information and Communication Technology used in the workplace may include equipment such as printers, smartphones, tablets, laptops, photocopiers etc, using the internet and intranet, using word processing, spreadsheets and presentation software, using telephones, VoIP headsets, video calling equipment and collaborative tools. Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items. ICT workstations may be kept tidy by clearing desk of paper at the end of the day and securing them in a locked draw, avoiding trailing wires and cables, switching off screens and computers at the end of the day, locking screens when leaving the desk etc. .

Suggested opportunities to develop wider awareness, learning and skills	
Digital	**Well-being**
Learners could: • Reflect on the digital skills used and how they can be used in the workplace. • Think about the digital skills that could be developed.	Learners could: • Follow safety procedures when using IT equipment to ensure well-being.

Unit Title: Working in Hospitality
Unit Reference Number: H/504/1661

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working in hospitality. Learners will develop an understanding of the safety rules whilst working in a hospitality environment and participate in a relevant activity in the workplace demonstrating good personal presentation and customer service skills. They will know who to contact in the event of a query or complaint.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in hospitality.	1.1. Follow health and safety rules in a hospitality workplace.
	1.2. Follow fire procedures in a hospitality workplace.
	1.3. Identify who to report an accident to when working in hospitality.
2. Know the importance of good personal presentation when working in hospitality.	2.1. Identify the importance of good personal presentation when working in hospitality.
	2.2. Present self in a well-groomed manner when working in hospitality.
3. Know the importance of good customer service when working in hospitality.	3.1. Identify why customer service is important when working in hospitality.
	3.2. Give examples of good customer service when working in hospitality.
4. Be able to use good customer service skills when working in hospitality.	4.1. Demonstrate good customer service skills without being prompted to do so when working in hospitality.
5. Be able to communicate with others in a hospitality workplace.	5.1. Respond to queries politely when working in hospitality.
	5.2. Refer a query to a relevant person in a hospitality workplace.
	5.3. Refer a complaint to a relevant person in a hospitality workplace.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Accidents may be reported to a supervisor, manager, first aider or the health and safety officer etc. Good presentation is important to promote a professional image, brand identity, protect self and others, prevent the cross-contamination etc. Good customer service is important to meet customer expectations and needs, resolve customer complaints, increase customers, generate repeat business, customer loyalty, increased sales etc. Communications in a hospitality environment may involve other team members, managers and supervisors, customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use internet to navigate hospitality website and booking systems. • Practise word processing skills.	Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Undertaking an Enterprise Project
Unit Reference Number: J/504/1653

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

Through this unit, learners will be able to select a target market from a given list and choose a product to sell as part of an enterprise project. They will sell the product via a chosen venue, stating why the venue is suitable. They will demonstrate an understanding of the equipment and resources necessary to sell chosen products and actively take part in the enterprise project.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select a product to sell to a particular target market.	1.1. Ask people which product they might like to buy from a given list.
	1.2. Select the most popular product from a given list.
	1.3. State what the target market is.
2. Be able to select a suitable venue to sell a product.	2.1. Identify a venue to hold a sale.
	2.2. Identify why a venue is suitable to hold a sale.
3. Understand equipment/resources needed to sell products.	3.1. Identify equipment/resources needed to sell products.
4. Be able to recognise when equipment is unsafe.	4.1. Identify signs that equipment may be unsafe.
5. Be able to participate in an enterprise project.	5.1. Take part in an enterprise project.
	5.2. Identify what aspects of an enterprise project they enjoyed.
	5.3. Identify any aspects of an enterprise project that could be improved.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Identifying what products people may want to buy may involve surveys, questionnaires, interviews etc. Target markets may include adults, children, family, gender, age related etc. Learners should select a target market from a given list. Examples of products may be cupcakes, bookmarks, craft products etc. Learners may select a suitable product from a given list. Venues for selling products may include at school or college, at a craft fair, in person to family and friends, a pop-up shop etc. Learners may select a suitable venue from a given list. The equipment and resources will vary depending on the product being sold. Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc. Participating in an enterprise project involves: ▪ Understanding own role ▪ Completing activities as required by role ▪ Thinking about what aspects were most enjoyable ▪ Thinking about aspects that were difficult

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use search engines to find venues to sell products. • Use digital skills to create posters and promotional material.	Learners could: • Discuss the positive feeling of well-being when undertaking an enterprise project. • Benefit from the connection with others when carrying out a project. • Identify the feelings that they might relate to working with others both positive and negative.	Learners could: • Think about creating something environmentally friendly.

Unit Title: Working in an Office
Unit Reference Number: J/504/1670

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working within an office environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use of relevant equipment. In addition, learners will know who to contact in the event of a query or complaint.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in an office.	1.1. Follow health and safety rules in an office.
	1.2. Follow fire procedures in an office.
	1.3. Identify who to report an accident to when working in an office.
2. Know types of equipment used in an office.	2.1. Name common equipment used in an office.
	2.2. Identify equipment they use in an office.
3. Be able to use a piece of equipment safely in an office.	3.1. Carry out activities, using equipment in an office.
4. Be able to communicate in an office.	4.1. Respond to queries politely when working in an office.
	4.2. Listen to others in an office.
	4.3. Respond politely to others in an office.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, using screen display equipment, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Accidents may be reported to a supervisor, manager, first aider or health and safety officer etc.

Equipment used in an office may include small desk equipment (staplers, hole punches etc), computer equipment, printers, photocopiers, telephones, scanners, kitchen supplies (such as coffee machines etc), storage equipment (such as filing cabinets), shredders, waste and recycling equipment, projectors etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Communications in an office environment may involve other team members, staff from other departments, managers and supervisors, customers/clients, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital skills with computer equipment and technology. • Understand using email and other computer applications safely. • Discuss digital skills/tools that they could develop.	Learners could: • Identify the positive feelings of well-being that an individual can experience when developing new skills in the workplace. • Reflect on the benefits of connecting with others in the office environment, this is part of the Five ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for disposal of waste that can be followed to encourage sustainability in the workplace.

Unit Title: Working as a Caretaker
Unit Reference Number: K/504/1628

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working as a caretaker. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when caretaking in a workplace.	1.1. Follow health and safety rules when caretaking in a workplace.
	1.2. Follow fire procedures when caretaking in a workplace.
	1.3. Identify who to report an accident to in a workplace.
2. Know types of equipment used when caretaking in a workplace.	2.1. Name common equipment used when caretaking in a workplace.
	2.2. Identify equipment they use when caretaking in a workplace.
3. Be able to use a piece of equipment safely when caretaking in a workplace.	3.1. Identify why caretaking equipment must be checked for safety.
	3.2. Check that caretaking equipment is safe to use.
	3.3. Carry out activities, using caretaking equipment safely, in a workplace.
4. Know where to store different types of caretaking equipment in a workplace.	4.1. Store caretaking equipment safely in a workplace.
	4.2. Clean personal protective equipment used in caretaking, after use.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Accidents may be reported to a supervisor, manager, first aider or health and safety officer etc. Equipment used in caretaking may include cleaning equipment (such as mops and buckets, heavy duty floor polishers, vacuum cleaners etc), cleaning products and chemicals, maintenance tools and equipment, gardening tools and equipment etc. Equipment and stock used in caretaking may produce waste that should be disposed of in an environmentally friendly way. Learners can develop a basic awareness of recycling and procedures for disposal of chemical containers that can be followed to encourage sustainability in the workplace. Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc. Equipment including personal protective equipment may be stored in secure storerooms, hazardous substance cabinets, stock rooms etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Discuss the positive feelings of well-being and satisfaction in developing in the caretaker role. • Recognise how working with others can be beneficial to overall health and well-being.	Learners could: • Ensure recycling procedures are followed correctly. • Think safe and responsible disposal of cleaning products and chemicals.

Unit Title: Working as a Cleaner
Unit Reference Number: K/504/1631

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working as a cleaner. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when cleaning in a workplace.	1.1. Follow health and safety rules when cleaning in a workplace.
	1.2. Follow fire procedures when cleaning in a workplace.
	1.3. Identify who to report an accident to in a workplace.
2. Know types of equipment used when cleaning in a workplace.	2.1. Name common equipment used when cleaning in a workplace.
	2.2. Identify equipment they use when cleaning in a workplace.
3. Be able to use a piece of equipment safely when cleaning in a workplace.	3.1. Be able to use a piece of equipment safely when cleaning in a workplace.
	3.2. Check that cleaning equipment is safe to use.
	3.3. Carry out activities, using cleaning equipment safely, in a workplace.
4. Know where to store different types of cleaning equipment in a workplace.	4.1. Store cleaning equipment safely in a workplace.
	4.2. Clean personal protective equipment safely after use.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Accidents may be reported to a supervisor, manager, first aider or health and safety officer etc.

Equipment used by cleaners may include cleaning equipment (such as mops and buckets, heavy duty floor polishers, vacuum cleaners etc), cleaning products and chemicals etc.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment may be stored in secure storerooms, hazardous substance cabinets, stock rooms etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of cleaning products and chemicals.

Unit Title: Working in Horticulture
Unit Reference Number: K/504/1659

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working in horticulture. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in a horticultural workplace.	1.1. Follow health and safety rules in a horticultural workplace.
	1.2. Follow fire procedures in a horticultural workplace.
	1.3. Identify who to report an accident to when working in a horticultural workplace.
2. Know types of equipment used when working in a horticultural workplace.	2.1. Name horticultural equipment.
	2.2. Identify equipment they use in a horticultural workplace.
3. Be able to use a piece of equipment safely in a horticultural workplace.	3.1. Identify why horticultural equipment must be checked for safety.
	3.2. Carry out activities safely, using equipment, in a horticultural workplace.
4. Know where to store different types of equipment in a horticultural workplace.	4.1. Clean horticultural equipment safely after use.
	4.2. Store horticultural equipment safely after use.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Accidents may be reported to a supervisor, manager, first aider or health and safety officer etc.

Equipment used in horticulture may include handheld gardening tools, forks, spades and shovels, pruning shears, picks, racks, hoe, hand trowel, sprinklers, sprayers, wheelbarrows, scythe, watering equipment, lawn mowers, seed spreaders, powered strimmer, hedge cutters etc.

Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment may be stored in garages, sheds, greenhouses, secure storage cabinets etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Working in a Care Environment
Unit Reference Number: L/504/1637

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working within a care environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment. In addition, learners will participate in a relevant activity in the workplace and demonstrate communication skills with others.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working in a care environment.	1.1. Follow health and safety rules when working in a care environment.
	1.2. Follow fire procedures when working in a care environment.
	1.3. Identify who to report an accident to.
2. Know types of equipment used when working in a care environment.	2.1. Name common equipment used when working in a care environment.
	2.2. Identify their use of equipment when working in a care environment.
	2.3. Use equipment in a care environment.
3. Know their role in a care environment.	3.1. Identify roles required in a care environment.
	3.2. Identify their duties when working in a care environment.
	3.3. Carry out activities independently in a care environment.
4. Be able to communicate with others when working in a care environment.	4.1. Respond to queries politely.
	4.2. Refer a query to a relevant person.
	4.3. Refer a complaint to a relevant person.
	4.4. Respond to a complaint, independently.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Accidents may be reported to a supervisor, manager, first aider or health and safety officer etc. Equipment used in care may include moving and handling equipment, hoists, wheelchairs, riser recliner chairs, personal care equipment, bath seats and bath boards, commodes and bedpans, stair lifts, height adjustable beds etc. Roles in a care environment may include care worker, activities worker, personal assistant, cook or kitchen assistant, domestic worker etc. Communications in a care environment may involve other carers, managers and supervisors, medical practitioners, clients, suppliers etc. In a care environment staff might find that there are several people they can seek support or advice from in relation to tasks and their own well-being at work. Staff might approach line managers, mentors, human resources team/manager, or direct colleagues for varying degrees of support. Learners could explore well-being techniques to help them in the workplace.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	**Well-being**	**Sustainability**
Learners could: • Use digital methods to store notes (computer, tablet, laptop). • Practise email correspondence between colleagues.	Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Working with Animals
Unit Reference Number: L/504/1668

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working with animals. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working with animals.	1.1. Follow health and safety rules when working with animals.
	1.2. Follow fire procedures when working with animals.
2. Know types of equipment used when working with animals.	2.1. Identify common equipment used when working with animals.
	2.2. Outline their use of equipment when working with animals.
3. Be able to use a piece of equipment safely when working with animals.	3.1. Identify why equipment must be checked for safety when working with animals.
	3.2. Carry out activities, using equipment when working with animals, safely.
4. Know where to store different types of equipment safely when working with animals.	4.1. Identify where to store personal protective equipment safely when working with animals.
	4.2. Identify where to store equipment safely.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Equipment used whilst working with animals may include leads, halters, catch poles, cages and nets, muzzles, grooming equipment, transporting equipment etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Equipment including personal protective equipment may be stored in hazardous and chemical secure storage, cupboards and cabinets, stock rooms etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and animals can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Feeding Animals
Unit Reference Number: M/504/1646

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to develop skills to feed animals. Learners will understand how to feed animals safely and clean feeding equipment after use.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules when working with animals.	1.1. Follow health and safety rules when working with animals.
2. Be able to feed animals.	2.1. Identify where feeding equipment is stored.
	2.2. Check that feeding equipment is clean before use.
	2.3. Identify which food should be given to different animals.
	2.4. Feed animals.
3. Be able to reflect on own performance.	3.1. Outline what went well when feeding animals.
	3.2. Identify what might be improved when feeding animals.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, prohibited activities such as no smoking or unauthorised access, following signs and notices, etc.

Feeding equipment may include bowls, drinking bottles, buckets, scoops, jugs, troughs, mangers etc.

The type of food will vary depending on the animal being fed.

Reflecting on own performance involves:

- Thinking about what went well
- Thinking about what could have been done better
- Indicating improvements in future practice.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Reflect and discuss with others positive feeling of well-being experienced when working with animals.
- Reflecting on what went well and what could be improved.

Unit Title: Working in Retail
Unit Reference Number: M/504/1663

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working within a retail environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in a retail workplace.	1.1. Follow health and safety rules in a retail workplace.
	1.2. Follow fire procedures in a retail workplace.
	1.3. Identify who to report an accident to when working in retail.
2. Know types of equipment used in a retail workplace.	2.1. Name equipment used in a retail workplace.
	2.2. Identify equipment they use in a retail workplace.
3. Be able to use a piece of equipment safely in a retail workplace.	3.1. Carry out activities safely, using equipment in a retail workplace.
4. Be able to communicate in a retail workplace.	4.1. Respond to queries politely when working in retail.
	4.2. Refer a query independently in a retail workplace.
	4.3. Refer a complaint independently in a retail workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Accidents may be reported to a supervisor, manager, first aider or health and safety officer etc.

Equipment used in retail may include cash registers and tills, various bags, baskets, open and closed signs, security systems, shelves, racks, hangers, pricing equipment etc.

Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc.

Communications in a retail environment may involve other team members, staff from other departments, managers and supervisors, customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Discuss personal feelings of positivity and emotional well-being when learning about the retail workplace. • Connect with others and encourage role play of retail workplace.	Learners could: • Describe how stock can be recycled or reused if it is no longer fit for sale. • Ensure recycling procedures are followed to show sustainability in the retail workplace. • Think about packaging and use of plastic bags and how they are bad for the environment.

Unit Title: Working in Catering
Unit Reference Number: R/504/1655

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working within a catering environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment. They will know who to contact in the event of a query or complaint.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in a catering workplace.	1.1. Follow health and safety rules in a catering workplace.
	1.2. Follow fire procedures in a catering workplace.
	1.3. Identify who to report an accident to in a catering workplace.
2. Know types of equipment used in a catering workplace.	2.1. Name equipment used in a catering workplace.
	2.2. Identify equipment they use in a catering workplace.
3. Be able to use a piece of equipment safely in a catering workplace.	3.1. Carry out activities, using equipment in a catering workplace safely.
4. Be able to store different types of equipment in a catering workplace.	4.1. Clean equipment safely in a catering workplace after use.
	4.2. Store equipment safely in a catering workplace after use.
5. Be able to communicate in a catering workplace.	5.1. Respond to a query independently in a catering workplace.
	5.2. Respond to a complaint independently in a catering workplace.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Accidents may be reported to the Head Chef, supervisor, manager, first aider or health and safety officer etc. Equipment used in a catering environment may include knives, utensils, pots and pans, cook/frying/grilling equipment, preparation equipment, refrigeration, freezers, hot water boilers, food warmers and service equipment, microwaves etc. Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc. Equipment may be stored in refrigerators, freezers, store cupboards, cabinets, knife chests, drawers etc. Equipment and stock used in catering may produce waste that should be disposed of in an environmentally friendly way. Communications in a catering environment may involve other chef, the head chef, staff from other departments, managers and supervisors, customers, suppliers etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Identify the positive feelings of well-being that are achieved by developing new experiences and skills in the workplace. • Recognise that connecting with colleagues and customers can have positive impacts on our well-being as part of the Five Ways to Well-being.	Learners could: • Develop a basic awareness of recycling and procedures for waste disposal that can be followed to encourage sustainability in the workplace. • Think about the safe and responsible disposal of products and chemicals.

Unit Title: Working in a Garage
Unit Reference Number: R/504/1669

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of this unit is to prepare learners for working within a garage environment. Learners will develop an understanding of the safety rules and the types of equipment used in the workplace and demonstrate the use and storage of relevant equipment.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know safety rules in a garage.	1.1. Follow health and safety rules in a garage.
	1.2. Follow fire procedures in a garage.
	1.3. Identify who to report faulty garage equipment to.
	1.4. Identify who to report an accident to when working in a garage.
2. Know types of equipment used in a garage.	2.1. Name common equipment used in a garage.
	2.2. Identify equipment they use in a garage.
3. Be able to use a piece of equipment safely in a garage.	3.1. Identify why equipment in a garage must be checked for safety.
	3.2. Check that equipment in a garage is safe to use.
	3.3. Carry out activities, using equipment in a garage, safely.
4. Know where to store different types of equipment safely in a garage.	4.1. Identify where to store personal protective equipment safely in a garage.
	4.2. Identify where to store garage equipment safely.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Safety rules may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc. Faulty equipment and accidents may be reported to the garage owner, supervisor, manager, health and safety officer etc. Equipment used in a garage may include hand tools, electric tools, battery chargers, car jacks, car ramps, engine cranes, engine stands, trolleys, body repair kits etc. Equipment should be checked for safety to prevent injury to self or others and damage to materials and other workplace items. Equipment may be unsafe if it is used inappropriately or against instructions, used without safety devices or guards, poorly maintained, shows signs of damage or wear etc. Equipment may be stored in racking, shelving, tool chests and trolleys, wall mountable storage, hazardous substances cabinets etc.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	**Sustainability**
Learners could: • Reflect on and discuss the positive feelings of well-being associated with upskilling and learning about working in a garage.	Learners could: • Describe how stock can be recycled or reused. • Ensure recycling procedures are followed to show sustainability in the workplace. • Think about the impact of vehicles and their impact on the environment and changing technologies such as hybrid and electric vehicles.

Unit Title: Carry out a Practical Activity in the Workplace
Unit Reference Number: Y/504/1639

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

In this unit, learners will demonstrate their ability to carry out a practical activity in the workplace and show how they can use appropriate equipment and materials independently and work safely to complete the task.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to plan a practical activity in the workplace.	1.1. Independently identify a practical activity to be carried out in the workplace.
	1.2. Independently identify the materials and/or equipment they will need.
	1.3. Identify the steps within the activity.
2. Be able to carry out a practical activity in the workplace.	2.1. Independently carry out the practical activity in the workplace.
	2.2. Name who to ask for support where required.
3. Be able to work safely.	3.1. Independently use tools and equipment safely in carrying out the activity.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

The practical activity will vary depending on the learner's workplace. Learners much select the activity and identify the material and/or equipment independently.

The equipment and materials will vary depending on the activity chosen. Learners must use tools and equipment independently.

Carrying out an activity involves:

- Using the correct materials or equipment for the task
- Completing activities as required by role
- Identifying who to ask for support with the activity
- Using tools and equipment safely

Working safely may involve use of protective equipment and clothing, dealing with hazardous substances, knowing prohibited activities such as no smoking or unauthorised access, following signs and notices, etc.

Suggested opportunities to develop wider awareness, learning and skills

Well-being	Sustainability
Learners could: • Discuss the positive feelings of well-being when carrying out a practical activity in the workplace. • Connect with others when carrying out an activity, connecting is one of the Five Ways to Well-being.	Learners could: • Have an awareness for recycling procedures andensure they are followed correctly.

Unit Title: Induction to Work
Unit Reference Number: Y/504/1690

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 3

The aim of the unit is to provide learners with an induction into work. It will look at the various locations in the workplace including their own area and identify key members of staff. Learners will know who to go to for support and understand their own role within the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to locate a workplace.	1.1. Identify a workplace.
	1.2. Identify the address of a workplace.
	1.3. Give an example of how to get to a workplace.
	1.4. Identify their work area.
2. Know key members of staff in a workplace.	2.1. Identify key members of staff in a workplace.
	2.2. Identify who to go to for support in a workplace.
3. Understand reasons why they attend work.	3.1. Identify reasons why they attend work.
4. Understand their role in a workplace.	4.1. Identify their role in a workplace.
5. Understand health and safety procedures which must be followed in a workplace.	5.1. Identify health and safety procedures which must be followed in a workplace.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Key members of staff may include supervisors and managers, human resources manager, colleagues etc. These key staff may also provide support in the workplace.

The reasons for work and role in the workplace will vary depending on the individual learner.

Staying safe may include use of protective equipment and clothing, dealing with hazardous substances, dealing with accidents and illnesses, prohibited activities such as no smoking or unauthorised access, following signs and notices, fire procedures etc.

Suggested opportunities to develop wider awareness, learning and skills

Digital	Well-being	Sustainability
Learners could: • Develop personal digital skills dependant on the workplace (use of Microsoft tools, internet, websites).	Learners could: • Engage in tasks within the workplace that provide feelings of well-being. • Learn new skills to build confidence.	Learners could: • Familiarise themselves with the procedures for recycling and energy saving in a workplace.

Summary Record of Achievement
600/9014/5 Ascentis Entry Level Award in Using Employability Skills (Entry 1)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Action Planning to Improve Performance	E1	2			

Learner Name _____

Minimum Credit Value of Qualification 8

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
600/9015/7 Ascentis Entry Level Certificate in Using Employability Skills (Entry 1)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Action Planning to Improve Performance	E1	2			

Learner Name _____

Minimum Credit Value of Qualification 14

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
600/9017/0 Ascentis Entry Level Award in Using Employability Skills (Entry 2)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Action Planning to Improve Performance	E2	2			

Learner Name _____

Minimum Credit Value of Qualification 8

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
600/9018/2 Ascentis Entry Level Certificate in Using Employability Skills (Entry 2)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Action Planning to Improve Performance	E2	2			

Learner Name _____

Minimum Credit Value of Qualification 14

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
600/9020/0 Ascentis Entry Level Award in Using Employability Skills (Entry 3)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Action Planning to Improve Performance	E3	2			

Learner Name _____

Minimum Credit Value of Qualification 8

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
600/9021/2 Ascentis Entry Level Certificate in Using Employability Skills (Entry 3)

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Action Planning to Improve Performance	E3	2			

Learner Name _____

Minimum Credit Value of Qualification 14

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Summary Record of Achievement
Supplementary Sheet

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification _____

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet
L/504/1234
Action Planning to Improve Performance

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Recognise, from given material, three of their strengths.				
2.1 Choose, from given material, one priority area for self improvement.				
3.1 Recognise, from given material, one target which will help to improve their performance in the priority area.				
3.2. Communicate the target and how it might be achieved.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
L/504/1296
Action Planning to Improve Performance

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State, from given material, three of their strengths.				
2.1 State a priority area for improvement.				
3.1 State a target which will help to improve their performance in the priority area.				
3.2. State how the target might be achieved.				
3.3. State by when the target might be achieved.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet
Y/504/1625
Action Planning to Improve Performance

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify three of their strengths.				
2.1 Identify two priority areas for self-improvement.				
3.1 Identify targets which will help to improve their performance in the priority area.				
3.2. Identify how targets might be achieved.				
3.3. Identify by when targets might be achieved.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

If you require Tracking Sheets for the Optional Groups these can be found in the login area of the Ascentis website.