

Entry 3 Skills for Working Life (4807-03)

October 2014 Version 1.0



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October 2014
Version 1.1

**Unit recording documents for
Preparing for work (Units 301-324)**

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Version and date	Change detail	Section
1.1 October 2014	Credit value added	Unit 310

PREPARING FOR WORK E3

Unit no: 301		Unit title: Work safely		Credit value: 2	
<p>Guidance: For this unit, learners will need to recognise personal protective clothing and equipment as appropriate to the environment in which they are operating/working/living.</p> <p>Learning Outcome: The Learner will be able to:</p> <ul style="list-style-type: none"> • Work under supervision correctly and safely 					
Assessor Initials/Date					
Practical evidence					
		<ul style="list-style-type: none"> • Recognise four items of personal protective clothing and equipment (<i>indicate which items of PPE were correctly recognised</i>): 			
				Item 1:	- overalls - apron
				Item 2:	- hand protection - eye protection
				Item 3:	- hearing protection - head protection
				Item 4:	- hair protection - foot protection
		<ul style="list-style-type: none"> • Recognise hazard warning signs and symbols 			
		<ul style="list-style-type: none"> • Respond to hazard warning signs and symbols 			
		<ul style="list-style-type: none"> • Acknowledge that instructions have been understood 			
		<ul style="list-style-type: none"> • Wear protective clothing and equipment as appropriate 			
		<ul style="list-style-type: none"> • Recognise both of the following safe working practices (as appropriate to the learner): 			
					- health and safety rules
					- accident reporting procedures
		<ul style="list-style-type: none"> • Recognise both of the following: 			
					- who is responsible for health and safety
					- who is responsible for first aid
		<ul style="list-style-type: none"> • The learner should check with supervisor if unsure what to do 			
		<ul style="list-style-type: none"> • Clean and store tools and equipment safely 			
		<ul style="list-style-type: none"> • Dispose of waste material safely 			
		<ul style="list-style-type: none"> • Store personal protective clothing and equipment correctly 			
		<ul style="list-style-type: none"> • Wash and dry hands 			

Continued...

PREPARING FOR WORK E3

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Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>			
	<ul style="list-style-type: none"> • A reason for wearing personal protective clothing and equipment 		
	<ul style="list-style-type: none"> • A reason for following safe working practices 		
	<ul style="list-style-type: none"> • A reason for recognising and responding to hazard warning signs and symbols 		
	<ul style="list-style-type: none"> • A reason for checking with a supervisor if unsure what to do 		
	<ul style="list-style-type: none"> • A reason for disposing of waste correctly and safely 		
	<ul style="list-style-type: none"> • A reason for cleaning and storing tools and equipment safely 		
	<ul style="list-style-type: none"> • A reason for washing and drying hands 		
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
<p>Date all assessments completed for this unit:</p>			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 302	Unit title: Lift and handle safely	Credit value: 2	
<p>Guidance: For this unit, there should be access to a range of items to handle and lift, appropriate to the setting in which the learner is operating/working/living in.</p>			
<p>Learning Outcome: The Learner will be able to:</p> <ul style="list-style-type: none"> • Lift, handle and move objects and materials correctly and safely 			
E			
Practical evidence			
		<ul style="list-style-type: none"> • Choose and wear personal protective clothing 	
		<ul style="list-style-type: none"> • Recognise four items to be lifted or moved (<i>indicate which items were moved</i>) 	
	Item 1:	<ul style="list-style-type: none"> - Sack - Bag - Large box - Small heavy object - Loose materials by shovel (e.g. sand or soil) - Concrete blocks - Bricks - Sack barrow - Wheel barrow - Dustbin - Wheelie bin 	
	Item 2:		
	Item 3:		
	Item 4:		
		<ul style="list-style-type: none"> • Adopt correct body position to lift or move items safely 	
		<ul style="list-style-type: none"> • Lift or move items safely using correct technique 	
		<ul style="list-style-type: none"> • Clean and store personal protective clothing 	
		<ul style="list-style-type: none"> • Wash and dry hands 	
Knowledge evidence (<i>evidence of answers given to be recorded in portfolio</i>)			
		<ul style="list-style-type: none"> • The dangers of lifting objects incorrectly 	
		<ul style="list-style-type: none"> • The dangers of using incorrect body postures/positions for lifting and moving objects 	
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 303	Unit title: Plan and make a journey using public transport	Credit value: 2
<p>Guidance: For this unit, a realistic journey must be taken, and the learner will need to use at least one mode of public transport.</p>		
Learning Outcome:	<ul style="list-style-type: none"> The learner will be able to plan and make a journey on public transport 	
Assessor Initials/Date		
		E
Practical evidence		
		<ul style="list-style-type: none"> Identify a realistic journey to plan and complete
		<ul style="list-style-type: none"> Identify appropriate mode of transport
		<ul style="list-style-type: none"> Establish departure and return times
		<ul style="list-style-type: none"> Identify correct bus stop, railway station and platform or taxi rank
		<ul style="list-style-type: none"> Choose and wear clothing appropriate for the weather
		<ul style="list-style-type: none"> Find out the cost of the trip
		<ul style="list-style-type: none"> Take sufficient money to cover the fare and other possible expenditure
		<ul style="list-style-type: none"> Take your mobile phone or correct change for a pay phone
		<ul style="list-style-type: none"> Take phone number of an emergency contact with you
		<ul style="list-style-type: none"> Confirm journey details with driver or transport employee
		<ul style="list-style-type: none"> Buy ticket and check change
		<ul style="list-style-type: none"> Use familiar landmarks to check journey progress, as appropriate
		<ul style="list-style-type: none"> Leave transport safely at destination
		<ul style="list-style-type: none"> Continue journey, as appropriate
		<ul style="list-style-type: none"> Know where to get help if required
		<ul style="list-style-type: none"> Use appropriate language to ask for help if required
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>		
		<ul style="list-style-type: none"> A reason for planning a journey
		<ul style="list-style-type: none"> A reason for making a journey in a safe and responsible fashion

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PREPARING FOR WORK E3

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DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 304		Unit title: Prepare for and attend an interview		Credit value: 2	
<p>Guidance: For this unit, the interview should be realistic and could be for a job, but it could also be for a volunteer role, a college place or any other suitable situation.</p>					
<p>Learning Outcome:</p> <ul style="list-style-type: none"> • The learner will be able to prepare for and attend an interview • 					
Assessor Initials/Date					
Practical evidence					
		<ul style="list-style-type: none"> • Check all of the details of interview: 			
					- Time of interview
					- Place of interview
					- Date of interview
		<ul style="list-style-type: none"> • Confirm attendance at interview: 			
					- Inform workplace that they are/are not able to attend
					- Notify them of any specific requirements or confirm there are none
		<ul style="list-style-type: none"> • Prepare all of the following for an interview: 			
					- Check job description and person specification
					- List questions they may be asked
					- List questions to ask the interviewer
					• Dress appropriately for interview
					• Arrive on time for the interview
					• State the purpose of their visit on arrival
		<ul style="list-style-type: none"> • Greet people appropriately: 			
					- Be polite
					• Listen carefully to the questions at the interview
					• Ask if they do not understand a question
					• Respond appropriately to the questions at the interview

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PREPARING FOR WORK E3

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Knowledge evidence (<i>evidence of answers to be recorded in portfolio</i>)			
	<ul style="list-style-type: none"> • A reason for checking details of interview 		
	<ul style="list-style-type: none"> • A reason for confirming attendance 		
	<ul style="list-style-type: none"> • A reason for preparing for interview 		
	<ul style="list-style-type: none"> • A reason for dressing appropriately 		
	<ul style="list-style-type: none"> • A reason for being punctual 		
	<ul style="list-style-type: none"> • A reason for greeting people appropriately 		
	<ul style="list-style-type: none"> • A reason for listening carefully and responding appropriately to the questions 		
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
<p>Date all assessments completed for this unit:</p>			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 305	Unit title: Applying for a job	Credit value: 2
<p>Guidance: The aim of this unit is to introduce the learner to some different ways in which they could be requested to apply for a job, including the requirements of job application forms and presenting information for a basic job application form</p>		
<p>Learning Outcome: The Learner will:</p> <ul style="list-style-type: none"> • Know different methods for applying for jobs • Be able to apply for a job 		
Assessor Initials/Date		
Practical evidence		
		<ul style="list-style-type: none"> • Identify two different types of job applications (<i>indicate which were identified here</i>)
	Type 1:	<ul style="list-style-type: none"> -CVs -Personal statement -Application forms -Covering letters
	Type 2:	
		<ul style="list-style-type: none"> • Identify two different methods of job application (<i>indicate which were identified here</i>)
	Method 1:	<ul style="list-style-type: none"> -Online -Paper based -Agency -Telephone -In person -Video
	Method 2:	
		<ul style="list-style-type: none"> • Identify information needed to apply for a job
<ul style="list-style-type: none"> • Present the information for a job application in different formats 		
		- paper based
		- online
		<ul style="list-style-type: none"> • Draft a CV (<i>A template can be provided</i>)
Knowledge evidence (<i>evidence of answers given to be recorded in portfolio</i>)		
		<ul style="list-style-type: none"> • State the different places where information about available jobs can be found
		<ul style="list-style-type: none"> • Describe the requirements that are needed to be able to apply for a job on line

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PREPARING FOR WORK E3

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DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 306	Unit title: Candidate project	Credit value: 3	
<p>Guidance: The aim of this unit is to support the learner in planning, carrying out and evaluating a project(an activity or a piece of research) of his/her own choice</p>			
Learning Outcomes:	<p>The Learner will be able to:</p> <ul style="list-style-type: none"> • Plan a project or piece of research • Carry out the project • Review the project 		
Assessor Initials/Date			
Practical evidence			
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>			
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 307					Unit title: Effective communication					Credit value: 2				
<p>Guidance: The aim of this unit is to help the learner understand what effective communication is and why it is important. The learner will consider a range of behaviours and different types of feedback</p>														
Learning Outcomes:					<p>The Learner will be able to:</p> <ul style="list-style-type: none"> • Understand why effective communication is important • Understand the difference between confident, aggressive, passive and assertive behaviour • Know the difference between positive and negative feedback 									
Assessor Initials/Date														
					Practical evidence									
					<ul style="list-style-type: none"> • State why effective communication is important 									
					<ul style="list-style-type: none"> • Give two examples of positive communication and body language (<i>indicate which were identified here</i>) 									
					Example 1:									
					Example 2:									
					<ul style="list-style-type: none"> • Give two examples of appropriate verbal communication (<i>indicate which were identified here</i>) 									
										<ul style="list-style-type: none"> -speaking calmly -speaking clearly 				
										<ul style="list-style-type: none"> -using appropriate language -active listening 				
					<ul style="list-style-type: none"> • Give two examples of inappropriate verbal communication (<i>indicate which were identified here</i>) 									
										<ul style="list-style-type: none"> -shouting -swearing 				
										<ul style="list-style-type: none"> -negative language -abusive language -derogatory language 				
					<ul style="list-style-type: none"> • Give two examples of appropriate non-verbal communication (<i>indicate which were identified here</i>) 									
										<ul style="list-style-type: none"> -positive facial expressions 				
										<ul style="list-style-type: none"> -shaking hands -open body language 				

Continued...

PREPARING FOR WORK E3

307 Continued

					<ul style="list-style-type: none"> Give two examples of inappropriate non-verbal communication (<i>indicate which were identified here</i>)
					-negative facial expressions -not shaking hands -closed body language
					<ul style="list-style-type: none"> List three examples of confident behaviour
					Example 1:
					Example 2:
					Example 3:
					<ul style="list-style-type: none"> List three examples of aggressive behaviour
					Example 1:
					Example 2:
					Example 3:
					<ul style="list-style-type: none"> List three examples of passive behaviour
					Example 1:
					Example 2:
					Example 3:
					<ul style="list-style-type: none"> List three examples of assertive behaviour
					Example 1:
					Example 2:
					Example 3:
					<ul style="list-style-type: none"> Give an example of positive feedback
					Example 1:
					<ul style="list-style-type: none"> Give an example of negative feedback
					Example 1:

Continued...

PREPARING FOR WORK E3

307 Continued

Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>			
	<ul style="list-style-type: none"> • A reason for using appropriate verbal and non-verbal communication 		
	<ul style="list-style-type: none"> • A reason for not using inappropriate verbal and non-verbal communication 		
	<ul style="list-style-type: none"> • A reason for using confident behaviour 		
	<ul style="list-style-type: none"> • A reason for using assertive behaviour 		
	<ul style="list-style-type: none"> • A reason for not using aggressive behaviour 		
	<ul style="list-style-type: none"> • A reason for not using passive behaviour 		
	<ul style="list-style-type: none"> • A reason for giving positive feedback 		
	<ul style="list-style-type: none"> • A reason for not giving negative feedback 		
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
<p>Date all assessments completed for this unit:</p>			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: **308** Unit title: **Effective speaking for the workplace** Credit value: **2**

Guidance: The aim of this unit is to help the learner develop the communication skills needed to build their confidence with the different people they encounter in the workplace, understanding the difference between formal and informal situations and the language appropriate to each situation

Learning Outcomes:

The Learner will:

- Know why it is important to speak effectively at work
- Be able to use language appropriate to a face to face situation in the workplace
- Be able to make and receive a telephone call in the workplace
- Be able to contribute to conversations and discussions in the workplace

Assessor Initials/Date				

Practical evidence

					<ul style="list-style-type: none"> • Describe the difference between formal and informal language 				
					<ul style="list-style-type: none"> • Give an example of speaking formally or informally as appropriate to the situation (<i>face to face</i>) 				
					Formal: <table style="width: 100%; border: none;"> <tr> <td style="border: none;"></td> <td style="border: none;">-structured</td> </tr> <tr> <td style="border: none;"></td> <td style="border: none;">-addressing people correctly</td> </tr> </table>		-structured		-addressing people correctly
	-structured								
	-addressing people correctly								
					Informal: <table style="width: 100%; border: none;"> <tr> <td style="border: none;"></td> <td style="border: none;">-using slang</td> </tr> </table>		-using slang		
	-using slang								
					<ul style="list-style-type: none"> • Identify ways to show politeness when speaking to others in the workplace 				
					<ul style="list-style-type: none"> • State the importance of positive body language in a face to face situation 				
					<ul style="list-style-type: none"> • Identify two differences between a face to face and telephone conversation 				
					Face to face <table style="width: 100%; border: none;"> <tr> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>				
					Telephone <table style="width: 100%; border: none;"> <tr> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>				
					<ul style="list-style-type: none"> • Give two ways to address the differences described above (<i>Record below or in portfolio</i>) 				
					Example 1: <table style="width: 100%; border: none;"> <tr> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>				
					Example 2: <table style="width: 100%; border: none;"> <tr> <td style="border: none;"></td> <td style="border: none;"></td> </tr> </table>				
					<ul style="list-style-type: none"> • Make a formal telephone call 				
					<ul style="list-style-type: none"> • Answer a telephone call in the workplace 				

Continued...

PREPARING FOR WORK E3

308 Continued

					<ul style="list-style-type: none"> • Make a relevant comment and suggestion in conversation (<i>Record below or in portfolio</i>) 	
					Comment	
					Suggestion	
					<ul style="list-style-type: none"> • Ask a question in conversation 	
					<ul style="list-style-type: none"> • Answer a question in conversation 	
					<ul style="list-style-type: none"> • Volunteer a positive idea and opinion in conversation (<i>Record below or in portfolio</i>) 	
					Positive idea	
					Opinion	
Knowledge evidence (<i>evidence of answers given to be recorded in portfolio</i>)						
					<ul style="list-style-type: none"> • Describe why it is important to speak effectively in the workplace 	
					<ul style="list-style-type: none"> • Describe why confidence is important to speaking effectively in the workplace 	
					<ul style="list-style-type: none"> • A reason for using formal language in conversation 	
					<ul style="list-style-type: none"> • A reason for using informal language in conversation 	
DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above						
Date all assessments completed for this unit:						
Name of Assessor		Signature of Assessor		Name of Learner		Signature of Learner

PREPARING FOR WORK E3

Unit no: **309** Unit title: **Effective written communication for the workplace** Credit value: **2**

Guidance: The aim of this unit is to help the learner understand why effective written communication is important and when different types of written communication could be used. The learner will prepare a range of written communications

Learning Outcomes: The Learner will be able to:

- Understand different types of written communication
- Understand why effective written communication is important
- Be able to send a written communication for the workplace

Assessor Initials/Date				

Practical evidence					
• Identify three different types of written communication					
					Example 1:
					Example 2:
					Example 3:
• State two different situations where formal written communication could be used					
					Example 1:
					Example 2:
• State two different situations where informal written communication could be used					
					Example 1:
					Example 2:
• Give two examples of appropriate written language					
					Example 1:
					Example 2:
• Give two examples of inappropriate written					
					Example 1:
					Example 2:
• Send a formal written communication					
• Send an informal written communication					
• Answer a written communication					

Continued...

PREPARING FOR WORK E3

309 Continued

Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>			
	<ul style="list-style-type: none"> • Give a reason why effective written communication is important 		
	<ul style="list-style-type: none"> • Give a reason for using formal written communication 		
	<ul style="list-style-type: none"> • Give a reason for using informal written communication 		
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
<p>Date all assessments completed for this unit:</p>			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 310	Unit title: Enterprise activity	Credit value: 3
<p>Guidance: The aim of this unit is to help the learner develop his/her enterprise skills by planning, carrying out and review producing a product or service.</p>		
Learning Outcomes:	<p>The Learner will:</p> <ul style="list-style-type: none"> • be able to plan to an enterprise activity • be able to carry out an enterprise activity • be able to review an enterprise activity 	
Assessor Initials/Date		
Practical evidence		
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>		
DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above		
Date all assessments completed for this unit:		
Name of Assessor	Signature of Assessor	Name of Learner

PREPARING FOR WORK E3

Unit no: 311	Unit title: Healthy living	Credit value: 2										
<p>Guidance: The aim of this unit is to help learners to identify ways in which a healthy lifestyle can be achieved and encourage them to demonstrate activities which will improve their own lifestyle</p>												
<p>Learning Outcomes: The Learner will:</p> <ul style="list-style-type: none"> • Understand what is needed for a healthy lifestyle • Be able to maintain a healthy lifestyle 												
<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <th colspan="5" style="padding: 5px;">Assessor Initials/Date</th> </tr> <tr> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>			Assessor Initials/Date									
Assessor Initials/Date												
Practical evidence												
<ul style="list-style-type: none"> • List three factors that contribute to a healthy lifestyle 												
	Example 1:											
	Example 2:											
	Example 3:											
<ul style="list-style-type: none"> • List three barriers that prevent a healthy lifestyle 												
	Example 1:											
	Example 2:											
	Example 3:											
<ul style="list-style-type: none"> • Identify three ways in which a healthy lifestyle can be achieved 												
	Example 1:											
	Example 2:											
	Example 3:											
<ul style="list-style-type: none"> • Carry out activities to contribute to a healthy lifestyle • Review how activities have contributed to a healthier lifestyle 												
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>												
<ul style="list-style-type: none"> • Give two reasons for improving lifestyle 												
<ul style="list-style-type: none"> • State what could happen if a healthy lifestyle is not followed 												
<ul style="list-style-type: none"> • Give two reasons for your choice of activities to contribute to a healthy lifestyle 												

Continued...

PREPARING FOR WORK E3

311 Continued

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 312		Unit title: Interview skills		Credit value: 3	
<p>Guidance: The aim of this unit is to help the learner equip themselves with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in the future</p>					
Learning Outcomes:		<p>The Learner will:</p> <ul style="list-style-type: none"> • Know how to prepare for an interview • Be able to present and perform well at an interview • Be able to review own performance at an interview 			
Assessor Initials/Date					
Practical evidence					
					<ul style="list-style-type: none"> • Research the company and job role
					<ul style="list-style-type: none"> • Prepare brief answers to a given set of questions that are likely to be asked at the interview
					<ul style="list-style-type: none"> • Prepare questions to ask at the interview
					<ul style="list-style-type: none"> • Identify how to seek clarity from the interviewer about questions asked
					<ul style="list-style-type: none"> • Identify any documents that may be asked for at interview
					<ul style="list-style-type: none"> • Identify the route and means of transport to take attend the interview on time
					<ul style="list-style-type: none"> • Dress appropriately for the interview
					<ul style="list-style-type: none"> • Display good personal hygiene for the interview
					<ul style="list-style-type: none"> • Use appropriate non-verbal communication during the interview
					<ul style="list-style-type: none"> • Give clear, straightforward answers to the questions asked
					<ul style="list-style-type: none"> • Be able to review own performance at an interview
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>					
					<ul style="list-style-type: none"> • A reason for checking details of interview
					<ul style="list-style-type: none"> • A reason for confirming attendance at the interview
					<ul style="list-style-type: none"> • A reason for preparing for the interview
					<ul style="list-style-type: none"> • A reason for dressing appropriately
					<ul style="list-style-type: none"> • A reason for using appropriate non-verbal communication during the interview
					<ul style="list-style-type: none"> • A reason for listening carefully and responding appropriately to the questions

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PREPARING FOR WORK E3

312 Continued

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 313					Unit title: Introduction to ICT					Credit value: 2									
Guidance: The aim of this unit is to introduce the learner to computer literacy.																			
Learning Outcomes:					The Learner will be able to:														
					<ul style="list-style-type: none"> • Interact with and use an ICT system • Follow recommended safe operating practices • Use ICT to search for, select and use information • Enter, develop and present information for an agreed purpose using an ICT system 														
Assessor Initials/Date																			
Practical evidence																			
					<ul style="list-style-type: none"> • Use correct procedures for start and shutdown of an ICT system 														
					<ul style="list-style-type: none"> • Use correct procedures to open and close applications 														
					<ul style="list-style-type: none"> • Use two input devices 														
					Example 1:					<ul style="list-style-type: none"> -keyboard -microphone -mouse -touch screen -touch pad 									
					Example 2:														
					<ul style="list-style-type: none"> • Use two output devices 														
					Example 1:					<ul style="list-style-type: none"> -screen -printer -DVD drive 									
					Example 2:														
					<ul style="list-style-type: none"> • Use two software applications 														
					Example 1:					<ul style="list-style-type: none"> -word processing -graphics -web browser -email 									
					Example 2:														
					<ul style="list-style-type: none"> • Recognise and use two interface features 														
					Example 1:					<ul style="list-style-type: none"> -menus -scroll -drag and drop -option buttons 									
					Example 2:														

Continued...

PREPARING FOR WORK E3

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					<ul style="list-style-type: none"> List two safety points to be remembered when using a computer
					Point 1:
					Point 2:
					<ul style="list-style-type: none"> Follow safe practices
					<ul style="list-style-type: none"> Use appropriate search techniques
					<ul style="list-style-type: none"> Select information
					<ul style="list-style-type: none"> Use selected information from above for an agreed purpose
					<ul style="list-style-type: none"> Enter information onto a document of choice
					<ul style="list-style-type: none"> Format text
					<ul style="list-style-type: none"> Insert and position images
					<ul style="list-style-type: none"> Present the information for an agreed purpose
Knowledge evidence (<i>evidence of answers given to be recorded in portfolio</i>)					
					<ul style="list-style-type: none"> Give a reason why ICT systems should be started up and shut down correctly
					<ul style="list-style-type: none"> State what can happen if software is not shut down correctly
					<ul style="list-style-type: none"> Give a reason for safe practice when using a computer
DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above					
Date all assessments completed for this unit:					
Name of Assessor		Signature of Assessor		Name of Learner	

PREPARING FOR WORK E3

Unit no: 314 Unit title: **Investigating rights and responsibilities at work** Credit value: 1

Guidance: The aim of this unit is to introduce the learner to the concept of having rights at work and what their responsibilities are as an employee. They will also consider the importance of respecting others in the workplace and knowing sources of support in the area of rights and responsibilities.

Learning Outcomes: The Learner will:

- understand rights and responsibilities in the workplace

Assessor Initials/Date				

Practical evidence

					• Identify two employee rights in the workplace
					Example 1:
					Example 2:
					• Identify two employee responsibilities in the workplace
					Example 1:
					Example 2:
					• Identify two employer responsibilities in the workplace
					Example 1:
					Example 2:
					• Identify two sources of help in the workplace
					Example 1:
					Example 2:

Knowledge evidence *(evidence of answers given to be recorded in portfolio)*

					• A reason why the rights of others should be respected
--	--	--	--	--	---

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 315	Unit title: Personal finance	Credit value: 1	
Guidance: The aim of this unit is to give the learner an understanding of personal finance			
Learning Outcomes:	The Learner will: <ul style="list-style-type: none"> • understand the advantages and disadvantages of borrowing money • understand the advantages of saving money • understand why it is important to keep personal financial information secure 		
Assessor Initials/Date			
Practical evidence			
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 316	Unit title: Personal presentation and hygiene	Credit value: 2										
<p>Guidance: The aim of this unit is to help learners understand the importance of good personal hygiene and personal presentation</p>												
<p>Learning Outcomes: The Learner will:</p> <ul style="list-style-type: none"> • understand the importance of personal hygiene • understand the importance of personal presentation. 												
<table border="1" style="margin: auto;"> <tr> <th colspan="5" style="padding: 5px;">Assessor Initials/Date</th> </tr> <tr> <td style="width: 20px; height: 80px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			Assessor Initials/Date									
Assessor Initials/Date												
Practical evidence												
					• Identify what makes up a good personal hygiene routine							
					• Identify the health risks associated with personal hygiene							
					• Identify what is meant by good personal presentation							
					• Demonstrate good personal hygiene awareness							
					• Demonstrate good personal presentation							
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>												
					• Give a reason why good personal hygiene is important							
					• State the negative social effects of poor personal hygiene							
					• Give a reason why good personal presentation is important							
					• State the negative social effects of poor personal presentation							
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>												
Date all assessments completed for this unit:												
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner									

PREPARING FOR WORK E3

Unit no: 317	Unit title: Planning for progression	Credit value: 3	
<p>Guidance: The aim of this unit is to help the learner to plan for progression by understanding his/her programme and the facilities and support available and by being able to recognise and build on personal strengths</p>			
<p>Learning Outcomes: The Learner will:</p> <ul style="list-style-type: none"> • understand own study or training programme • know the facilities and support available in the place of study or training • recognise personal strengths (skills, qualities and attitudes) needed for learning and work • agree an action plan for self improvement 			
Assessor Initials/Date			
Practical evidence			
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>			
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 318 Unit title: **Recognise the benefits of leisure time** Credit value: 1

Guidance: The aim of this unit is to recognise the benefits of leisure time.

- Learning Outcomes: The Learner will:
- understand the meaning of leisure time
 - be able to recognise leisure time activities.
 - be able to recognise the benefits of leisure time.

Assessor Initials/Date				

Practical evidence

					• Define the meaning of leisure time
					• List leisure time activities
					• Identify time available for undertaking leisure activities

Knowledge evidence (*evidence of answers given to be recorded in portfolio*)

					• List the benefits of leisure time
--	--	--	--	--	-------------------------------------

DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above

Date all assessments completed for this unit:

Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 319 Unit title: **Rights, responsibilities and citizenship** Credit value: 3

Guidance: The aim of this unit is to help the learner gain a basic understanding of individuals' rights and responsibilities, aspects of the law and the democratic and electoral process.

- Learning Outcomes: The Learner will:
- understand individual rights and responsibilities
 - understand rights and responsibilities of a citizen
 - understand aspects of rules and laws
 - know different types of elections

Assessor Initials/Date				

Practical evidence				
• Give at least one example of a right				
				Example 1:
• Give at least one example of a responsibility				
				Example 1:
• Give at least one example of a right that is relevant to you (<i>state why</i>)				
				Example 1:
				Why:
• Identify two sources of information on rights and responsibilities				
				Source 1:
				Source 2:
• Describe a personal responsibility				
				• Describe a responsibility that an individual has to others
• Give an example of citizen's rights as a:				
				Consumer:
				Member of local community:
				Member of society:
• Give an example of citizen's responsibilities as a:				
				Consumer:
				Member of local community:
				Member of society:

Continued...

PREPARING FOR WORK E3

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					<ul style="list-style-type: none"> • Give one reason why a society needs rules
					Reason 1:
					<ul style="list-style-type: none"> • Give one example of a law and how it is enforced
					Example 1: _____ How: _____
					<ul style="list-style-type: none"> • List 3 different types of elections that an individual can vote in:
					Example 1: _____
					Example 2: _____
					Example 3: _____
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>					
					<ul style="list-style-type: none"> • State how a citizen's rights are protected
					<ul style="list-style-type: none"> • State who can vote in an election
DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above					
Date all assessments completed for this unit: _____					
Name of Assessor		Signature of Assessor		Name of Learner	

PREPARING FOR WORK E3

Unit no: 320	Unit title: Safe learning in the workplace	Credit value: 3
<p>Guidance: The aim of this unit is to introduce the learner to safety legislation and working safely at work.</p>		
<p>Learning Outcomes: The Learner will:</p> <ul style="list-style-type: none"> • understand health and safety legislation for the workplace • know about risks and hazards in the workplace • know what responsibilities people have for safety in the workplace 		
Assessor Initials/Date		
Practical evidence		
<ul style="list-style-type: none"> • Identify 2 health and safety laws that apply to all workplaces: 		
		Law 1:
		Law 2:
<ul style="list-style-type: none"> • List the main hazards in the workplace 		
<ul style="list-style-type: none"> • List the main risks in the workplace 		
<ul style="list-style-type: none"> • Plan how to reduce risks and hazards in the workplace 		
<ul style="list-style-type: none"> • Carry out safe practice in the workplace 		
<ul style="list-style-type: none"> • Identify steps to be followed in case the each of the following emergencies: 		
		Fire:
		Accident:
		Emergency:
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>		
<ul style="list-style-type: none"> • Give one reason why health and safety legislation is important in the workplace 		
<ul style="list-style-type: none"> • State who is responsible for health and safety in the workplace (name them) 		
<ul style="list-style-type: none"> • List the behaviours that will allow for safe working 		
<ul style="list-style-type: none"> • Give a reason why it is important that you report potential hazards and risks in the workplace to the appropriate person 		

Continued...

PREPARING FOR WORK E3

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DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

PREPARING FOR WORK E3

Unit no: 321	Unit title: Searching for a job	Credit value: 2										
<p>Guidance: The aim of this unit is to help the learner know how to search for and identify potential job roles which are based on their skills and abilities. The learner will also be introduced to the key elements of job adverts.</p>												
<p>Learning Outcomes: The Learner will:</p> <ul style="list-style-type: none"> • be able to find out about opportunities for work • be able to search for job vacancies. • know what responsibilities people have for safety in the workplace 												
<table border="1" style="margin: auto;"> <tr> <th colspan="5">Assessor Initials/Date</th> </tr> <tr> <td style="width: 20%; height: 100px;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> </tr> </table>			Assessor Initials/Date									
Assessor Initials/Date												
Practical evidence												
				<ul style="list-style-type: none"> • Identify different sources of information to find out about jobs 								
				<ul style="list-style-type: none"> • Use sources of information to find key facts about different jobs 								
				<ul style="list-style-type: none"> • Identify different types of employment and training opportunities 								
				<ul style="list-style-type: none"> • Describe the key features of a job advert 								
				<ul style="list-style-type: none"> • Identify own requirements and skills 								
				<ul style="list-style-type: none"> • Identify job vacancies that meet own requirement and skills 								
				<ul style="list-style-type: none"> • identify how to sign up to different organisations' job alert systems 								
Knowledge evidence			<i>(evidence of answers given to be recorded in portfolio)</i>									
				<ul style="list-style-type: none"> • Give a reason why it is important to match you own interests and skills to a suitable job vacancy 								
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>												
<p>Date all assessments completed for this unit:</p>												
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner									

PREPARING FOR WORK E3

Unit no: 322	Unit title: Take part in leisure activities	Credit value: 1										
<p>Guidance: The aim of this unit is to introduce learners to a range of leisure activities.</p> <p>Learning Outcomes: The Learner will:</p> <ul style="list-style-type: none"> • be able to recognise different types of leisure activities • be able to take part in leisure activities 												
<table border="1" style="margin: auto;"> <tr> <th colspan="5" style="padding: 5px;">Assessor Initials/Date</th> </tr> <tr> <td style="width: 20px; height: 100px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> </table>			Assessor Initials/Date									
Assessor Initials/Date												
Practical evidence												
					• Identify leisure activities							
					• Take part in a challenging activity							
					• Review a challenging activity							
					• Take part in a relaxing activity							
					• Review a relaxing activity							
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>												
					• Give a reason why it is important to take part in leisure activities							
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>												
Date all assessments completed for this unit:												
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner									

PREPARING FOR WORK E3

Unit no: 323	Unit title: Undertaking a work placement	Credit value: 3										
<p>Guidance: The aim of this unit is to help the learner identify potential workplace opportunities and what is expected during a work placement.</p>												
<p>Learning Outcomes: The Learner will:</p> <ul style="list-style-type: none"> • be able to identify potential work placement opportunities • know what is expected during the work placement • be able to reflect on the experience of the work placement. 												
<table border="1" style="margin: auto;"> <tr> <th colspan="5">Assessor Initials/Date</th> </tr> <tr> <td style="width: 20px; height: 40px;"></td> <td style="width: 20px; height: 40px;"></td> <td style="width: 20px; height: 40px;"></td> <td style="width: 20px; height: 40px;"></td> <td style="width: 20px; height: 40px;"></td> </tr> </table>			Assessor Initials/Date									
Assessor Initials/Date												
Practical evidence												
					• identify own skills and interests when considering a work placement							
					• identify work placement opportunities which match own skills and interests							
					• identify appropriate behaviours and attitudes for the work placement.							
					• identify the route and means of transport to take to attend the work placement on time							
					• identify different tasks to be performed during the work placement.							
					• identify appropriate sources of support during the work placement.							
					• identify a desired outcome of the work placement.							
					• identify what went well during the work placement.							
					• identify what did not go well during the work placement.							
					• identify what was learned about the job role and their work placement.							
					• identify what was learned about personal qualities during the work placement							
					• identify how to build on the work placement experience.							
Knowledge evidence (<i>evidence of answers given to be recorded in portfolio</i>)												
					• Give a reason why a work placement is a suitable activity to undertake before applying for a job							
<p>DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>												
Date all assessments completed for this unit:												
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner									

PREPARING FOR WORK E3

Unit no: 324	Unit title: Working as part of a team	Credit value: 3
<p>Guidance: The aim of this unit is to help the learner to develop team working skills by understanding the roles and procedures of teams and being able to work with others to achieve a shared goal.</p>		
Learning Outcomes:	<p>The Learner will:</p> <ul style="list-style-type: none"> • be able to work as part of a team • understand the benefits of team working • understand how to work towards a team task • be able to follow the plan 	
Assessor Initials/Date		
Practical evidence		
		<ul style="list-style-type: none"> • List different types of team
		<ul style="list-style-type: none"> • List different types of roles within a team
		<ul style="list-style-type: none"> • List the factors that make an effective team
		<ul style="list-style-type: none"> • List the benefits of effective teamwork
		<ul style="list-style-type: none"> • Work towards a team task:
		<ul style="list-style-type: none"> - Identify the task of the team
		<ul style="list-style-type: none"> - Plan the team task
		<ul style="list-style-type: none"> - Identify own role in achieving the team task
		<ul style="list-style-type: none"> - Identify others roles in achieving team task
		<ul style="list-style-type: none"> - List support and resources needed to undertake team task
		<ul style="list-style-type: none"> • Follow the plan
		<ul style="list-style-type: none"> • Give a suggestion for improvement to plan/task
Knowledge evidence <i>(evidence of answers given to be recorded in portfolio)</i>		
		<ul style="list-style-type: none"> • State what is meant by the term 'team'
		<ul style="list-style-type: none"> • Give an example of a successful type of team
		<ul style="list-style-type: none"> • Give a reason why effective team work is important

Continued...

PREPARING FOR WORK E3

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DECLARATION – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework:** general guidance about the Framework and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

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www.cityandguilds.com

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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feedbackandcomplaints@cityandguilds.com

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City & Guilds Group

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