

# City & Guilds Entry Level 2 Awards and Certificates in Employability Skills (5546)

Entry 2 Unit handbook for centres

November 2024 Version 4.1



## Qualification at a glance

<b>Subject area</b>	<b>Employability</b>
<b>City &amp; Guilds number</b>	5546
<b>Age group approved</b>	All
<b>Entry requirements</b>	No preconditions for entry
<b>Assessment</b>	Portfolio
<b>Fast track</b>	Not available
<b>Support materials</b>	Centre handbook Unit packs Unit logbooks
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
2.0 August 2014	Units 215218 added	<b>Units</b>
2.1 October	Unit 203, range for 1.1 and 1.2 updated	<b>Units</b>
3.0 December 2014	Units 219 and 220 added	<b>Units</b>
	Appendices 1, 2 and 3 added listing which Entry Level 2 units are available in the Employability suite of qualifications.	<b>Appendix</b>
3.1 December 2014	Removed duplicate page in unit 219	<b>Units</b>
3.2 June 2015	Unit 406 replaced with unit 462	<b>Introduction to this units handbook</b>
3.3 October 2016	Cosmetic changes to unit layout and barring information	<b>Units</b>
3.4 July 2018	Deleted QCF	<b>Throughout</b>
4.0 May 2024	Removed withdrawn pathways	<b>Introduction to this units handbook Appendix 2</b>
4.1 November 2024	Document title corrected	<b>Front page</b>



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# 1 Introduction to this units handbook

City & Guilds offers these Entry 2 units as optional units in the following qualifications:

Qualification title	City & Guilds no.	Qualification accreditation number
<b>Introductory Awards</b>		
City & Guilds Entry Level Introductory Award in Employability Skills (Entry 2)	5546-01	601/3623/6
<b>Awards</b>		
City & Guilds Entry Level Award in Employability Skills (Entry 2)	5546-02	601/3624/8
<b>Extended Award</b>		
City & Guilds Entry Level Extended Award in Employability Skills (Entry 2)	5546-03	601/3635/2
<b>Certificates</b>		
City & Guilds Entry Level Certificate in Employability Skills (Entry 2)	5546-04	601/3634/0

## Entry 3 Qualifications

Qualification title	Number	QAN
<b>Extended Awards</b>		
City & Guilds Entry Level Extended Award in Employability Skills (Entry 3)	5546-03	601/3627/3
<b>Certificates</b>		
City & Guilds Entry Level Certificate in Employability Skills (Entry 3)	5546-04	601/3641/8
City & Guilds Entry Level Certificate in Personal and Social Skills (Entry 3)	5546-34	601/3533/5
<b>Extended Certificates</b>		
City & Guilds Entry Level Extended Certificate in Employability Skills (Entry 3)	5546-05	601/3642/X
<b>Diplomas</b>		
City & Guilds Entry Level Diploma in Employability Skills (Entry 3)	5546-06	601/3561/X

This unit handbook should be read in conjunction with the Awards, Certificates and Diplomas in Employability (5546) Qualification Handbook for Centres, which contains the following important information:

- introduction to the qualifications
- centre requirements
- structure of the qualifications
- course design and delivery.

## Guidance for centres

The majority of the units also contain guidance to support centres. This guidance appears in the following sections:

- Outcome definitions – the learning outcomes are defined where this will add value.
- Explanation of criteria and examples of evidence – the assessment criteria are explained and, where they add value to the guidance, examples of evidence are provided.
- How can this unit be delivered? – this section provides guidance on how the unit can be delivered, including recommendations of resources such as web sites.

## Barred combinations

Units that have a significant overlap in content are 'barred combinations'. Learners can take units that are barred and they will appear on the learner's Certificate of Unit Credit (CUC), but barred units will not both/all count towards the credit required for a qualification.

For example, a learner taking the Entry 3 Certificate needs 15 credits from a choice of optional units. The Entry 3 Unit 306, Applying for a job, is barred with the Level 1 Unit 462, Applying for a job. If the learner takes both these units they will accrue only 2 credits from them towards their qualification.

If a centre wishes to claim two (or more) barred units for a learner, they are advised to claim the unit that is most necessary to the rules of combination for the qualification and then wait until they receive the certification before they claim the other barred unit(s).

**If a centre claims two (or more) barred units at the same time, they may not be recognised and therefore the learner will not be considered to have achieved the qualification.**



## 2 Units

### Structure of units

These units each have the following:

- City & Guilds reference number
- Unit Accreditation Number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

UAN:	R/506/2649
Level:	Entry 2
Credit value:	2
GLH:	13
Aim:	The aim of this unit is to help the learner understand, recognise and build on personal strengths.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>301</b> Entry 3 Planning for progression</li> <li>• <b>401</b> Level 1 Planning for progression</li> </ul>

<b>Learning outcome</b>
The learner will:
1. understand the aims of own study or training programme
<b>Assessment criteria</b>
The learner can:
1.1 identify the <b>aims</b> that need to be achieved
1.2 list the actions that need to be done to achieve aims.

<b>Range</b>
<b>1.1 aims</b> – goals, targets

<b>Learning outcome</b>
The learner will:
2. be able to recognise personal strengths needed for learning and work
<b>Assessment criteria</b>
The learner can:
2.1 list <b>attitudes</b> needed for learning and work
2.2 list <b>skills</b> needed for learning and work
2.3 list own <b>personal strengths</b> .

<b>Range</b>
<b>2.1 attitudes</b> – a way of thinking and/or feeling
<b>2.2 skills</b> – ability to do something well
<b>2.3 personal strengths</b> – the ‘things’ a person is good at.

<b>Learning outcome</b>
The learner will: 3. be able to agree an action plan for self improvement
<b>Assessment criteria</b>
The learner can: 3.1 list areas for improvement.



### Guidance and Evidence

For criterion 1.1 the learner must **identify** the aims that need to be achieved eg to finish all coursework, pass exams/assessments, learn new skills, gain experience/further experience. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list.

For criterion 1.2 the learner must **list** the actions that need to be done to achieve aims eg work hard, turning up on time, attending all lessons/training days, completing homework/assignments, checking have all tools/equipment necessary.

Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **list** attitudes needed for learning and work eg polite, helpful, enthusiastic, motivated, friendly, willing, committed, respectful, flexible, adaptable. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.2 the learner must **list** skills needed for learning and work eg IT skills, numeracy, literacy, organisation, managing time, driving, supervising, teamwork.

Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.3 the learner must **list** own personal strengths eg hard working, calm, patient, focussed, organised, confident, caring, creative. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 3.1 the learner must **list** areas for improvement eg learn new skills, change attitude, improve time keeping, work harder, self confidence, become more organised. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

## Unit 202

## Personal finance

UAN:	D/506/2783
Level:	Entry 2
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to give the learner an introduction to personal finance.
Assessment :	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>302</b> Entry 3 Personal finance</li><li>• <b>402</b> Level 1 Personal finance</li></ul>

<b>Learning outcome</b>
The learner will: 1. know the advantages and disadvantages of borrowing money
<b>Assessment criteria</b>
The learner can: 1.1 list the advantages of <b>borrowing money</b> 1.2 list the disadvantages of <b>borrowing money</b> .

<b>Range</b>
<b>1.1 and 1.2 borrowing money</b> includes informal borrowing eg from friends and relatives and more formal arrangements such as credit accounts, overdrafts and loans.

<b>Learning outcome</b>
The learner will: 2. know the advantages of saving money
<b>Assessment criteria</b>
The learner can: 2.1 list the advantages of <b>saving money</b> .

<b>Range</b>
<b>2.1 saving money</b> includes informal saving at home and more formal arrangements such as saving stamps, savings accounts.

<b>Learning outcome</b>
The learner will:
3. know how to keep personal financial information secure
<b>Assessment criteria</b>
The learner can:
3.1 list ways of keeping <b>personal financial information</b> secure.

<b>Range</b>
<b>3.1 personal financial information</b> includes pay slips, bank details, PIN numbers.

### Guidance and Evidence

For criterion 1.1 the learner must ~~list~~ the advantages of ~~b~~orrowing money, eg to be able to buy something such as a moped or car, be able to do something such as go out with friends or go to the cinema and be able to save money over time by buying a monthly bus/train pass and buying special offers/sale offers. Evidence may be a ~~w~~ritten or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.2 the learner must ~~list~~ the disadvantages of ~~b~~orrowing money, eg money has to be paid back, high interest rates, getting into debt and family arguments. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must ~~list~~ the advantages of ~~s~~aving money eg it can be kept for future use for a specific purpose or in case of emergencies, money saved in some bank accounts earns interest, it gives you financial security and financial flexibility. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 3.1 the learner must ~~list~~ ways of keeping personal financial information secure, eg regularly change pass words, pay for purchases only on secure websites, maintain computer security, do not give out personal information to people you do not know, shred all paperwork that contains names, address, date of birth, email, account ~~num~~bers, erase all data from unwanted devices and do not write down your pin. Evidence may be a written or verbal learner statement, an assessor record, annotated poster ~~list~~ or spider diagram.

## Unit 203

## Behaviour at work

UAN:	A/506/2645
Level:	Entry 2
Credit value:	1
GLH:	8
Aim:	The aim of this unit is to introduce the learner to the range and type of conduct needed in the workplace. The learner will be assisted to understand and demonstrate on some appropriate behaviours in the workplace
Assessment:	Learner portfolio
Barring:	This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>303</b> Entry 3 Behaviour at work</li></ul>

<b>Learning outcome</b>
The learner will: 1. know about appropriate behaviour for the workplace
<b>Assessment criteria</b>
The learner can: 1.1 list different kinds of <b>appropriate</b> behaviour in the workplace 1.2 list <b>inappropriate</b> behaviour in the workplace 1.3 give examples of how to dress appropriately for work.

<b>Range</b>
<b>1.1 Appropriate</b> – suitable and acceptable <b>1.2 Inappropriate</b> – unsuitable and unacceptable

<b>Learning outcome</b>
The learner will: 2. be able to demonstrate appropriate behaviours for work
<b>Assessment criteria</b>
The learner can: 2.1 demonstrate how to <b>interact</b> appropriately with <b>colleagues</b> 2.2 demonstrate behaviour suitable for job role 2.3 demonstrate good timekeeping and attendance.

<b>Range</b>
<b>2.1 interact</b> - communicate verbally and/or non-verbally. <b>2.1 colleagues</b> – people you work alongside with.

### Guidance and Evidence

For criterion 1.1 the learner must **list** different kinds of appropriate behaviour in the workplace eg polite, reliable, hard working, respectful, honest, punctual, friendly. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.2 the learner must **list** inappropriate behaviour in the workplace eg rude, unreliable, disobedient, lazy, dishonest, lateness. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.3 the learner must **give examples** of how to dress appropriately for work eg smart jeans, shirt, overalls, dress, hard hat, suit, steel toe capped boots, smart shoes, skirt, jacket (appropriate dress will depend on the type of job). Evidence may be a written or verbal learner statement, an assessor record, annotated poster, image **with** text.

For criterion 2.1 the learner must **demonstrate** how to interact appropriately with colleagues. Evidence may include a witness statement, assessor observation and/or video of activity. This could be demonstrated in the workplace and/or the classroom with peers/colleagues.

For criterion 2.2 the learner must **demonstrate** behaviour suitable for a job role, eg polite, reliable, hard working, respectful, honest, punctual, friendly. Evidence may include a witness statement, assessor observation and/or video of activity. This could be demonstrated **in** the workplace and/or the classroom with peers/colleagues.

For criterion 2.3 the learner must **demonstrate** good time keeping and attendance eg arrive on time to work in the morning, back from breaks and lunch, minimal absences. Evidence may include a witness statement, assessor observation and/or video of activity. This could be demonstrated in the workplace and/or the classroom with peers/colleagues.

<b>UAN:</b>	F/506/2646
<b>Level:</b>	Entry 2
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Aim:</b>	The aim of this unit is to help the learner understand effective communication.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	<p>This unit is barred with the following units within 5546:</p> <ul style="list-style-type: none"> <li>• <b>304</b> Entry 3 Effective communication</li> <li>• <b>315</b> Entry 3 Effective written communication for the workplace</li> <li>• <b>322</b> Entry 3 Effective speaking for the workplace</li> <li>• <b>404</b> Level 1 Effective communication</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. be able to recognise different forms of communication</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 define communication</li> <li>1.2 list different written forms of communication</li> <li>1.3 list different spoken forms of communication</li> <li>1.4 list different non-verbal forms of communication.</li> </ol>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2. be able to recognise effective communication</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 give examples of <b>appropriate</b> verbal communications</li> <li>2.2 give examples of <b>appropriate</b> nonverbal communications</li> <li>2.3 give examples of <b>inappropriate</b> verbal communications</li> <li>2.4 give examples of <b>inappropriate</b> nonverbal communications.</li> </ol>

<b>Range</b>
<p><b>2.1</b> and <b>2.2 appropriate</b> – suitable and acceptable.  <b>2.3</b> and <b>2.4 inappropriate</b> – unsuitable and unacceptable.</p>

<b>Learning outcome</b>
The learner will: 3. be able to communicate with others
<b>Assessment criteria</b>
The learner can: 3.1 demonstrate an ability to greet <b>colleagues</b> or customers in an appropriate manner 3.2 demonstrate an ability to respond positively to simple questions from <b>colleagues</b> or customers 3.3 demonstrate an ability to obtain information from <b>colleagues</b> or customers.

<b>Range</b>
<b>3.1, 3.2 and 3.3 colleagues</b> – people you work with, could be paid or unpaid work.



**Guidance and Evidence**

For criterion 1.1 the learner must **define** communication, eg the exchange of information or news, sharing of ideas or feelings, social contact, letter or message containing news. Evidence may be a written or verbal learner statement, or an assessor record.

For criterion 1.2 the learner must **list** different written forms of communication, eg letter, email, notes, text, faxes, social media. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.3 the learner must **list** different spoken forms of communication, eg conversation, formal or informal chat, lesson/lectures, orders, instructions, discussion. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 1.4 the learner must **list** different non-verbal forms of communication, eg body language hand gestures, eye contact, smiling, posture, crossed arms, sign language, lip reading. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **give examples** of appropriate verbal communications, eg will depend on the situation but could include, not swearing, level of language used, tone, polite, respectful. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 2.2 the learner must **give examples** of appropriate non-verbal communications eg will depend on the situation but could include, smiling, making eye contact, good posture, attentive. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 2.3 the learner must **give examples** of inappropriate verbal communications eg will depend on the situation but could include, swearing, shouting, using slang, racist, sexist or ageist comments, offensive language. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

For criterion 2.4 the learner must **give examples** of inappropriate non-verbal communications, eg will depend on the situation but could include, rude hand gestures, quizzical look, no eye contact, sighing, distracted, disruptive.

Evidence may be a written or verbal learner statement, an assessor record, images with text.

For criterion 3.1 the learner must **demonstrate** an ability to greet colleagues or customers in an appropriate manner. Evidence may include a witness statement, assessor observation and/or video of activity. This could be demonstrated in the workplace and/or the classroom with peers/colleagues.

<b>UAN:</b>	M/501/6911
<b>Level:</b>	Entry 2
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is a basic introduction for the learner to ICT.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>305</b> Entry 3 Introduction to ICT</li> </ul>

<b>Learning outcome</b>
The learner will: 1. be able to use hardware
<b>Assessment criteria</b>
The learner can: 1.1 recognise the main parts of an ICT system 1.2 use hardware.

<b>Learning outcome</b>
The learner will: 2. be able to use a software application
<b>Assessment criteria</b>
The learner can: 2.1 name two software applications and their uses 2.2 use a software application for an agreed purpose 2.3 input information 2.4 present information for the agreed purpose.

<b>Learning outcome</b>
The learner will: 3. be able to follow recommended safe operating practices
<b>Assessment criteria</b>
The learner can: 3.1 list safety points to be remembered when using an ICT system 3.2 follow safe practices.

### Guidance and Evidence

Assessors should choose a suitable ICT system to meet the needs of their learners.

For criterion 1.1 the learner needs to **recognise** the main parts of an ICT system. Evidence for 1.1 may be generated by labelling a diagram, naming the parts or using a checklist signed by assessor.

For 1.2 the learner needs to **use** hardware eg mouse, screen, keyboard. Evidence for 1.2 may be an assessor observation and is likely to be generated by completing outcome 2.2 and 2.3.

For the criterion 2.1 the learner needs to **name** two software applications and their uses. Software applications can include word processing, graphics, web browser and email.

For 2.2 the learner needs to **use** software for an agreed purpose eg a word processing application to produce a letter. Evidence for 2.2 may be an assessor observation and is likely to be generated by completing outcome(s) 2.3 and 2.4.

For 2.3 the learner needs to **input** information. This can be done by using a keyboard, mouse or point and click device. Evidence may be an assessor observation or a witness statement.

For 2.4 the learner needs to **present** information. This can include emailing and printing. Evidence may be print outs or documents saved electronically.

For this criterion (3.1) the learner needs to **list** (orally or in writing) at least two safety points to be remembered when using a computer eg sitting correctly, taking a break.

For 3.2 the learner must **follow** safe practices. The tutor/assessor should ensure the learner can work safely. Evidence may be an assessor or a witness statement.

<b>UAN:</b>	T/506/2644
<b>Level:</b>	Entry 2
<b>Credit value:</b>	1
<b>GLH:</b>	6
<b>Aim:</b>	The aim of this unit is to introduce the learner to different ways in which they could apply for a job.
<b>Assessment:</b>	Learner portfolio
<b>Baring:</b>	<p>This unit is barred with the following units within 5546:</p> <ul style="list-style-type: none"> <li>• <b>306</b> Entry 3 Applying for a job</li> <li>• <b>405</b> Level 1 Career planning and making applications</li> <li>• <b>462</b> Level 1 Applying for a job</li> </ul>

<b>Learning outcome</b>
The learner will:
1. know different ways of applying for jobs
<b>Assessment criteria</b>
The learner can:
1.1 list different ways of applying for jobs.

<b>Learning outcome</b>
The learner will:
2. be able to apply for a job
<b>Assessment criteria</b>
The learner can:
2.1 give examples of information needed to apply for a job
2.2 complete an application for a job.

### Guidance and Evidence

For criterion 1.1 the learner must **list** different ways of applying for jobs, eg application form (paper based/ online), email, in person, telephone, Skype, letter, video. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **give examples** of information needed to apply for a job, eg name, address, telephone number, email address, education, qualifications, work experience, hobbies and interests, references. Evidence may be a written or verbal learner statement, an assessor record, images with text.

For criterion 2.2 the learner must **complete** an application for a job. Evidence must be a completed job application (this can be scribed or word processed by someone else).

## Unit 207

## Improve personal manner and conduct

UAN:	T/502/0863
Level:	Entry 2
Credit value:	2
GLH:	20
Assessment :	Learner portfolio
Barring:	None

<b>Learning outcome</b>
The learner will: 1. be able to conduct and present oneself appropriately
<b>Assessment criteria</b>
The learner can: 1.1 present selfappropriately 1.2 conduct self appropriately 1.3 give reasons for presenting oneself appropriately 1.4 give reasons for conducting oneself appropriately.

## **Unit 207**

## **Improve personal manner and conduct**

### **Supporting information**

### **Guidance and Evidence**

For this unit, the learner will need to demonstrate appropriate personal conduct in a range of settings. These could be at home, in college, at a day centre or any other suitable setting in which the evidence could be generated



UAN:	J/506/2650
Level:	Entry 2
Credit value:	2
GLH:	16
Aim:	The aim of this unit is to help the learner know how to search for potential jobs.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>308</b> Entry 3 Searching for a job</li> <li>• <b>408</b> Level 1 Searching for a job</li> </ul>

<b>Learning outcome</b>
The learner will:
1. know where to find work opportunities
<b>Assessment criteria</b>
The learner can:
1.1 identify where to look for job vacancies
1.2 list <b>different types of employment</b> .

<b>Range</b>
<b>1.2 different types of employment</b> – full time, part time, holiday work, voluntary, casual etc.

<b>Learning outcome</b>
The learner will:
2. be able to search for job vacancies
<b>Assessment criteria</b>
The learner can:
2.1 identify a job vacancy
2.2 list the key points of a job vacancy
2.3 match job <b>vacancies</b> to own skills.

<b>Range</b>
<b>2.3 vacancies</b> – a minimum of two.

<b>Learning outcome</b>
The learner will: 3. be able to recognise own skills in relation to a job vacancy.
<b>Assessment criteria</b>
The learner can: 3.1 list own skills relevant to a job vacancy.

**Guidance and Evidence**

For criterion 1.1 the learner must **identify** where to look for job vacancies, eg newspapers, Job Centre Plus, magazines, websites, noticeboards, recruitment agency. Evidence may be a written or verbal learner statement, an assessor record, a list, illustrations or images.

For criterion 1.2 the learner must **list** different types of employment, eg full time, part-time, holiday work, voluntary, casual, temporary, permanent, seasonal. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must **identify** a job vacancy. Evidence may be a written or verbal learner statement, an assessor record, copy of the vacancy details/advertisement.

For criterion 2.2 the learner must **list** the key points of a job vacancy, eg job title, hours of work, duties, salary/wages, qualifications needed, experience needed, how/where to apply, closing date. Evidence may be a written or verbal learner statement, an assessor record, annotated job vacancy/advertisement, list or spider diagram.

For criterion 2.3 the learner must **match** job vacancies to own skills, eg IT skills, customer service skills, car driver, speak another language, leadership. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, table.

For criterion 3.1 the learner must **list** own skills relevant to a job vacancy. Evidence may be a written or verbal learner statement, an assessor record, annotated job vacancy/advertisement, list or spider diagram.

UAN:	F/502/0784
Level:	Entry 2
Credit value:	1
GLH:	10
Assessment:	Learner portfolio
Barring:	None

<b>Learning outcome</b>
The learner will: 1. be able to respond to a fire or smoke alarm
<b>Assessment criteria</b>
The learner can: 1.1 recognise the appropriate warning and fire exit signs 1.2 follow emergency fire procedures 1.3 list the emergency procedures to follow in the event of a fire.

<b>Learning outcome</b>
The learner will: 2. be able to recognise hazard warning signs and symbols.
<b>Assessment criteria</b>
The learner can: 2.1 recognise common hazard warning signs and symbols 2.2 give a reason for recognising hazard warning signs and symbols 2.3 give a reason for responding to hazard warning signs and symbols and the appropriate action that must be taken.

**Guidance and Evidence**

For this unit, any three hazard warning signs or symbols may be used that are appropriate to the common setting in which the learner is operating or living in. Signs/symbols could be, for example, 'caution wet floor' or 'caution hot water'. The learner will also be able to respond appropriately to a fire or stroke alarm.

## Unit 210

## Identify hazards in familiar settings

UAN:	M/502/0862
Level:	Entry 2
Credit value:	2
GLH:	20
Assessment :	Learner portfolio
Barring:	None

<b>Learning outcome</b>
The learner will: 1. identify hazards in familiar settings
<b>Assessment criteria</b>
The learner can: 1.1 identify hazards in the home 1.2 identify hazards in one other familiar setting 1.3 state how hazards may pose a risk 1.4 state reporting procedures for hazards.

## **Unit 210**

## **Identify hazards in familiar settings**

### **Supporting information**

### **Guidance and Evidence**

In the interest of health and safety, hazards may be simulated. The 'other' familiar setting could be a college, day centre or other suitable site

## Unit 211

## Working as part of a group

UAN:	L/506/2651
Level:	Entry 2
Credit value:	2
GLH:	18
Aim:	The aim of this unit is to help the learner to work with others and review their role.
Assessment:	Learner portfolio
Barring:	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>311</b> Entry 3 Working as part of a team</li> <li>• <b>411</b> Level 1 Working as part of a team</li> </ul>

<b>Learning outcome</b>
The learner will:
1. be able to recognise different groups
<b>Assessment criteria</b>
The learner can:
1.1 list types of <b>groups</b> found in daily life.

<b>Range</b>
<b>1.1 Groups</b> – more than two people.

<b>Learning outcome</b>
The learner will:
2. know how to work with others in a group
<b>Assessment criteria</b>
The learner can:
2.1 list <b>ground rules</b> for working with others
2.2 identify <b>roles</b> within a group
2.3 state the importance of giving <b>support</b> within a group.

<b>Range</b>
<b>2.1 ground rules</b> – basic rules for all group members to follow.
<b>2.2 roles</b> – part played within a group.
<b>2.3 support</b> – motivation, working to timescales.



<b>Learning outcome</b>
The learner will: 3. Be able to work as part of a group
<b>Assessment criteria</b>
The learner can: 3.1 identify a <b>group activity</b> 3.2 carry out given tasks when working with others 3.3 identify what went well and didn't go well in <b>group activity</b> .

<b>Range</b>
<b>3.1 and 3.2 group activity</b> – activity involving more than two people

### Guidance and Evidence

For criterion 1.1 the learner needs ~~list~~ **list** types of groups found in daily life eg friends, family, work, social, sporting, clubs, internet, community, voluntary. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.1 the learner must ~~list~~ **list** the ground rules for working with others, eg listening to others, being friendly, being polite, paying attention, being respectful. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, list or spider diagram.

For criterion 2.2 the learner must ~~identify~~ **identify** roles within a group eg leader, helper, listener, boss, coordinator, motivator, planner, researcher. Evidence may be a written or verbal learner statement, an assessor record, a list, illustrations or images.

For criterion 2.3 the learner must ~~state~~ **state** the importance of giving support within a group eg to achieve a task, to assist others, to motivate others, to meet deadlines. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.1 the learner must ~~identify~~ **identify** at least one group activity eg fundraising, study group, work activity, social activity, sport group. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.2 the learner must ~~carry out~~ **carry out** given tasks when working with others eg finding out information, taking the lead, supporting others, making poster, leaflet etc., writing notes. The learner needs to carry out at least two tasks at least once for each. Evidence may be a learner statement, an assessor record or a witness statement by an appropriate person or video.

For criterion 3.3 the learner must ~~identify~~ **identify** what went well and didn't go well in a group activity eg everyone worked together, did their tasks, listened to others, some people were lazy, didn't carry out their task or argued. Evidence may be a written or verbal learner statement, an assessor record

<b>UAN:</b>	Y/506/2782
<b>Level:</b>	Entry 2
<b>Credit value:</b>	1
<b>GLH:</b>	10
<b>Aim:</b>	The aim of this unit is to give the learner an introduction to healthy living
<b>Assessment:</b>	Learnerportfolio
<b>Barring:</b>	<p>This unit is barred with the following units within 5546:</p> <ul style="list-style-type: none"> <li>• <b>312</b> Entry 3 healthy living</li> <li>• <b>412</b> Level 1 Contribute to own healthy living</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. be able to recognise what is needed for healthy living</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 identify what is meant by healthy living</li> <li>1.2 give examples of healthy living</li> <li>1.3 give examples of unhealthy living.</li> </ol>

**Guidance and Evidence**

For criterion 1.1 the learner must **identify** what is meant by healthy living, eg living in a healthy way, keeping your body healthy and fit. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 1.2 the learner must **give examples** of healthy living, eg taking regular exercise, limiting unhealthy food, limiting/cutting out alcohol, not smoking, not taking drugs, work/life balance, reducing stress. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

For criterion 1.2 the learner must **give examples** of unhealthy living, eg eating foods with lots of sugar and fat, not eating enough vitamins, minerals and fibre, drinking alcohol to excess, smoking, taking drugs, working too hard. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, images with text.

<b>Level:</b>	R/501/6920
<b>Credit value:</b>	3
<b>GLH:</b>	22
<b>Aim:</b>	The aim of this unit is to help the learner understand the importance of personal presentation and be able to prepare healthy meals and contact medical and emergency services.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. be aware of the importance of personal presentation
<b>Assessment criteria</b>
The learner can: 1.1 state the reason why a clean and tidy appearance is important 1.2 suggest suitable clothes for given situations 1.3 dress appropriately for a given occasion.

<b>Learning outcome</b>
The learner will: 2. be aware of the importance of personal hygiene
<b>Assessment criteria</b>
The learner can: 2.1 list the key areas of personal hygiene 2.2 identify a negative social effect of poor personal hygiene.

<b>Learning outcome</b>
The learner will: 3. plan and prepare a healthy meal
<b>Assessment criteria</b>
The learner can: 3.1 decide what type of meal to make 3.2 state whether this meal would form part of a healthy diet, with reasons 3.3 estimate the cost of the meal 3.4 collect together everything needed to prepare the meal 3.5 prepare the meal 3.6 work safely 3.7 clear up after preparing the meal

<b>Learning outcome</b>
The learner will: 4. contact medical and emergency services
<b>Assessment criteria</b>
The learner can: 4.1 locate the telephone number for a doctor and a dentist 4.2 name the emergency services 4.3 list the information required for a call to the emergency services 4.4 make a simulated telephone call to the emergency services.

**Guidance and Evidence**

For criterion 1.1 the learner needs to state why a clean and tidy appearance is important. Evidence may be a learner statement or an assessor record.

For 1.2 the learner needs to suggest suitable clothes for at least two given situations eg attending an interview, working in different types of workplace eg a building site, attending college. Evidence may be a learner statement or an assessor record.

For 1.3 the learner needs to dress appropriately for a given occasion eg mock interview or work experience. Evidence may be a photograph or witness statement.

For criterion 2.1 the learner needs **list** the key areas of personal hygiene (what he/she needs to do) in relation to each of the following: hair, body and clothes. Evidence may be a learner statement, an assessor record or an annotated drawing.

For 2.2 the learner needs to **identify** a negative social effect of poor personal hygiene. Evidence for 2.2 may be a learner statement or an assessor record.

For criterion 3.1 the learner needs to **decide** what type of meal to make. The meal can be a cold meal, such as a salad, if cooking facilities are not available.

For 3.2 the learner needs to **state** whether the meal would form part of a healthy diet and give reasons for their decision. The assessor/supervisor should encourage the learner to choose a healthy meal for the following criteria.

For 3.3 the learner needs to **estimate** the cost of the meal. The assessor/supervisor should help the learner choose a suitable meal to make. The purpose is not to use advanced numeracy skills but for the learner to realise that he/she can afford to eat a healthy meal. The meal can be a cold meal, such as a salad, if cooking facilities are not available.

Evidence for 3.1 to 3.3 may be a learner statement or an assessor record.

For 3.4 the learner needs to **collect** together everything needed to prepare the meal. This includes ingredients and utensils.

For 3.5 the learner needs to **prepare** the meal with appropriate guidance and instructions from the assessor/supervisor.

For 3.6 the learner needs to **work safely**. The learner must follow health and safety guidelines given by the assessor/supervisor eg washing hands, handling knives carefully, wearing protective clothing.

For 3.7 the learner needs **to clear up** after preparing the meal with support as required.

Evidence for 3.4 to 3.7 should be an assessor observation or a witness statement.

For criterion 4.1 the learner needs **to locate** the telephone number for a doctor and the telephone number for a dentist. The learner can locate the telephone numbers from a simplified list of telephone numbers, a personal notebook, a telephone directory or from directory enquiries or the internet. Evidence may be an assessor record, a learner statement or a highlighted list.

For 4.2 the learner needs **to name** the emergency services. Evidence may be a learner statement or assessor record.

For 4.3 the learner needs **to list** the information required for a call to the emergency services. Evidence may be a learner statement or an assessor record.

For 4.4 the learner needs **to make** a simulated telephone call to the emergency services. Evidence may be an assessor observation, a witness record or an audio recording.



<b>UAN:</b>	K/502/0861
<b>Level:</b>	Entry 2
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to ensure the learner will be able to make a familiar journey safely on foot or in a wheelchair.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	None

<b>Learning outcome</b>
The learner will: 1. be able to make a familiar journey safely
<b>Assessment criteria</b>
The learner can: 1.1 prepare to make a familiar journey 1.2 complete the journey safely: a. recognise hazard warning signs and symbols along the route b. choose to use safe places to cross the road/open space c. designated road crossings 1.3 cross roads safely 1.4 state a reason for keeping safe while making journeys independent

**Guidance and Evidence**

For this unit, the learner should undertake a real journey, either on foot or in a wheelchair.

Under 'recognise safe places to cross the road', the type of safe places recognised along the 'real' journey should be indicated. Evidence that the other safe places have been recognised could be done on a different familiar journey or by using simulation

For criterion 1.1 the learner needs to choose to take a familiar journey and select and wear clothing appropriate for the weather and journey.

For criterion 1.2 the learner needs to recognise road safety and hazard warning signs and symbols along the route. Recognise safe places to cross the road (indicate which were recognised along a 'real' route or simulated delete as applicable):

- Zebra crossing (real/simulated)
- Pelican (green man) crossing (real/simulated)
- Lollipop person crossing (real/simulated)
- Open space (real/ simulated)

□

For criterion 1.3 the learner needs to recognise both ways of how to cross the road:

- Look both ways
- No moving traffic

Make the journey

## Unit 215

## Recognise outside parts of a motor car or van

UAN:	L/502/0660
Level:	Entry 2
Credit value:	1
GLH:	10
Aim:	The aim of this unit is to ensure the learner will be able to recognise correctly six external parts of a motor car or van..
Assessment:	Learner portfolio
Barring:	None

<b>Learning outcome</b>
The learner will: 1. be able to recognise external parts of a motor car or van
<b>Assessment criteria</b>
The learner can: 1.1 recognise the main external parts of a vehicle.

<b>Learning outcome</b>
The learner will: 2. know the function of the external parts of a vehicle
<b>Assessment criteria</b>
The learner can: 2.1 state the function/purpose of outside parts of a vehicle.

## Unit 215

## Recognise outside parts of a motor car or van

### Supporting information

#### Guidance and Evidence

Identification of outside parts can be done using more than one vehicle if required.

For criterion 1.1 the learner must recognise six main external parts these can include:

- Wheel
- Bumpers (front and back)
- Number plates (front and back)
- Head lights
- Rear lights
- Indicator lights
- Brake lights
- Windscreens (front and back)
- Windscreen wipers (front and back)
- Doors (all)
- Bonnet

For criterion 2.1 the learner must state the function/purpose of three different external parts of a motor car or van.

## Unit 216

## Wash the outside of a motor car or van

UAN:	Y/502/0662
Level:	Entry 2
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to ensure the learner will be able to wash the outside of a motor car or van correctly and safely.
Assessment:	Learner portfolio
Barring:	None

<b>Learning outcome</b>
The learner will: 1. be able to wash the outside of a motor car or van
<b>Assessment criteria</b>
The learner can: 1.1 recognise equipment and check for safety to use 1.2 prepare equipment and materials to clean the outside of a vehicle 1.3 carry out activities to wash, rinse and dry the vehicle 1.4 give a reason for removing excess dirt and mud with water 1.5 state why washing should be done in a logical manner 1.6 dispose of waste 1.7 state why rinsing is required 1.8 use, clean and store PPE and unused materials and equipment safely

## Unit 216

## Wash the outside of a motor car or van

### Supporting information

#### Guidance and Evidence

For this unit a motor car or vehicle, bucket, brush, hose-pipe and fittings, sponge, cloths, chamois leather, detergent and shampoo must be available.

For criterion 1.1 the learner must recognise and wear personal protective clothing. They must also recognise all of the following equipment:

- Bucket
- Brush
- Hose-pipe and fittings
- Sponge
- Cloths
- Chamois leather
- Detergent/shampoo

Check that equipment and materials are safe to use

For criterion 1.2 the learner must collect equipment and materials required (not necessarily all of the above). Measure out cleaning material correctly, add correct amounts of cleaning material to correct quantity of water. Check that doors, windows and sun-roof are tightly closed. Check that radio aerial is fully retracted if appropriate.

For criterion 1.3 the learner must connect hose-pipe securely to water supply, remove excess amounts of mud and dirt correctly and wash the vehicle in a logical sequence. Rinse the vehicle with clean water, check that edges are clean on the doors, bonnet and boot. Check that the vehicle is clean. Dry the vehicle using a cloth or leather as appropriate.

For criterion 1.8 the learner must store unused materials and equipment correctly. Dispose of waste materials correctly and safely, remove and store personal protective clothing. Wash and dry hands thoroughly Knowledge Evidence (evidence of

## Unit 217

## Clean the inside of a motor car or van

UAN:	D/502/0663
Level:	Entry 2
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to ensure the learner will be able to clean the inside of a motor car or van correctly and safely.
Assessment:	Learner portfolio
Barring:	None

<b>Learning outcome</b>
The learner will: 1. be able to clean the inside of a motor vehicle
<b>Assessment criteria</b>
The learner can: 1.1 recognise equipment and check for safety for use 1.2 prepare equipment and materials to clean the inside of a vehicle 1.3 give a reason for using a circuit breaker 1.4 carry out activities to clean the inside of a vehicle 1.5 give a reason for cleaning the inside of a vehicle 1.6 dispose of waste 1.7 give a reason for disposing of waste correctly 1.8 use, clean and store PPE and unused materials and equipment safely

## Unit 217

## Clean the inside of a motor car or van

### Supporting information

#### Guidance and Evidence

Learners should be guided to ensure the appropriate use of cleaner/polish in the vicinity of the windscreen and steering wheel.

For Criterion 1.1 the learner must recognise all of the following equipment/materials:

- bucket/water
- rubbish sack
- cloths
- vacuum cleaner and fittings
- dust pan and brush
- circuit breaker
- upholstery cleaner
- glass cleaner

The learner must also check that equipment and materials are safe to use.

For criterion 1.2 the learner must collect equipment and materials required.

For criterion 1.4 the learner must:

- remove rubbish from inside of vehicle
- remove “loose” floor coverings/mats
- empty, clean and replace ashtrays
- wipe over dashboard with suitable cleaner and polish
- clean and polish all glass surfaces
- choose the correct attachment for the vacuum cleaner, plug in and switch on the vacuum cleaner
- check that the circuit breaker is functioning

Also for criterion 1.4 the learner must clean all of the following:

- seats
- floor -carpets and mats/loose floor coverings
- luggage compartment using the vacuum cleaner
- replace “loose” floor covering/mats
- check that all surfaces have been cleaned

For criterion 1.8 the learner must:

- store unused cleaning materials correctly
- dispose of waste materials correctly and safely
- remove and store personal protective clothing
- wash and dry hands thoroughly



UAN:	H/502/0664
Level:	Entry 2
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to ensure the learner will be able to repair a puncture in an inner tube correctly and safely
Assessment:	Learner portfolio
Barring:	None

<b>Learning outcome</b>
The learner will: 1. be able to repair a puncture in an inner tube
<b>Assessment criteria</b>
The learner can: 1.1 recognise tyre to be repaired 1.2 recognise tools and equipment and check for safety to use 1.3 prepare tyre, tools and equipment to repair a puncture 1.4 state why puncture sites should be dried and prepared before repair 1.5 carry out activities to repair a puncture 1.6 give a reason for inflating the tyre correctly 1.7 use, clean and store PPE and other equipment safely 1.8 dispose of waste.

### Guidance and Evidence

For this unit a bicycle, wheel barrow or wheel chair wheel may be used (motor vehicle wheels should not be used as these should only be repaired by a qualified technician). Prior to starting the learner ~~must~~ choose and wear personal protective clothing

For criterion 1.1 the learner must recognise the wheel to be repaired on one of the following:

- bicycle
- wheel barrow
- wheel chair

Also for criterion 1.1 the learner must recognise all of the following items:

- valve cap
- valve core
- tyre
- inner tube

For criterion 1.2 the learner must recognise all tools and equipment to be used:

- valve core remover
- levers
- pump (hand or foot operated)
- air compressor
- airline
- pressure gauge
- water in suitable container
- puncture repair kit
- french chalk

Also for criterion 1.2 the learner must Check that tools, equipment and materials are safe to use.

For criterion 1.3 the learner must:

- check that the valve is not leaking
- remove valve core
- remove tyre from rim using appropriate method
- remove inner tube from wheel
- replace valve core

For criterion 1.5 the learner must:

- Inflate inner tube safely
- insert inner tube in water
- Locate source of bubbles
- Mark position of puncture correctly on the inner tube
- Remove inner tube from water and dry the punctured area
- Prepare the area around the puncture correctly
- Apply correct amount of adhesive to the prepared area
- Allow to dry for recommended period of time
- Choose and repair the correct size of patch
- Apply the patch to the inner tube correctly and leave to dry for the recommended period of time
- Apply French chalk powder as recommended
- Check that inside of tyre is free from any sharp objects
- Inflate the inner tube and check that puncture has been repaired
- Deflate the tube and correctly insert into tyre on the wheel
- Replace the tyre correctly
- Inflate the tube to the correct pressure
- Replace the valve cap correctly

## Unit 219

## Environmental awareness

<b>UAN:</b>	K/506/8313
<b>Level:</b>	Entry 2
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Aim:</b>	The aim of this unit is to encourage learners to be aware of environmental issues that affect their lives.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"><li>• <b>335</b> Entry 3 Environmental awareness</li><li>• <b>439</b> Level 1 Environmental awareness</li></ul>

<b>Learning outcome</b>
The learner will: 1. Be aware of how the actions of humans affect the environment.
<b>Assessment criteria</b>
The learner can: 1.1 give an example of a human action which harms the environment 1.2 give an example of a human action which helps the environment.

<b>Learning outcome</b>
The learner can: 2. Understand an environmental issue which affects their life.
<b>Assessment criteria</b>
The learner will: 2.1 identify an environmental issues which is relevant to them 2.2 identify the effect of this issue on their life.

<b>Learning outcome</b>
The learner will: 3. Be able to participate in an activity to improve the environment.
<b>Assessment criteria</b>
The learner can: 3.1 help to plan an activity to improve the environment in their local area 3.2 take part in an activity to improve the environment in their local area.

### Guidance and Evidence

For criteria 1.1 the learner needs to **give one example** of a human action which harms the environment. This may be dropping litter, not reusing plastic bags and wasting energy. Evidence may be a written or verbal learner statement, an assessor record or ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For criteria 1.2 the learner needs to **give one example** of a human action which helps the environment. These might include recycling, using a 'bag for life' and walking or using public transport instead of travelling by car. Evidence may be a written or verbal learner statement, an assessor record or ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For criteria 2.1 the learner needs to **identify** an environmental issue which is relevant to their life. The example may be: using fossil fuels, recycling waste and turning off appliances or the school run, reusing shopping bags. Evidence may be a written or verbal learner statement, an assessor record

For criteria 2.2 the learner needs to **identify** the effect of the issue identified in 2.1 has on their life eg reduced energy bills, reducing their carbon footprint, good citizenship. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.1 the learner needs to help plan an activity that they can participate in to improve the environment in their local area. This could be an individual activity (eg taking bottles to recycling centre, reusing carrier bags) or a group activity (eg helping to clean up an area of waste land, sorting clothing for a local charity, collecting items for recycling). The activity should be agreed with an appropriate person (eg tutor, trainer or supervisor). Evidence can include annotated photographs, video/written diary or a witness statement or an assessor record. Evidence of the planning should include the health and safety issues associated with the activity.

For criteria 3.2 the learner needs to **take part** in the activity to improve the local environment agreed for 3.1. Evidence can include annotated photographs, a video/written diary or a witness statement or an assessor record. Learners should demonstrate during the activity that they have adhered to health and safety requirements.

## Unit 220

## Dealing with problems in daily life

UAN:	R/506/8080
Level:	Entry 2
Credit value:	2
GLH:	20
Aim:	The aim of this unit is to introduce the learners to problem solving and help to develop skills to tackle problems in daily life with advice, support and guidance.
Assessment:	Learner portfolio
Barring:	<p>This unit is barred with the following units within 5546:</p> <ul style="list-style-type: none"> <li>• <b>337</b> Entry 3 Dealing with problems in daily life</li> </ul>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Be able to demonstrate an awareness of how to recognise straightforward problems.</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 list <b>straightforward</b> problems</li> <li>1.2 identify a way to <b>tackle</b> a problem.</li> </ol>

<b>Range</b>
<p><b>1.1 Straightforward</b> – simple, uncomplicated, high likelihood of being solved.</p> <p><b>1.2 Tackle</b> – make an effort to deal with something.</p>

<b>Learning outcome</b>
<ol style="list-style-type: none"> <li>2. Be able to tackle straightforward problems.</li> </ol>
<b>Assessment criteria</b>
<ol style="list-style-type: none"> <li>2.1 Give examples of where to get <b>advice</b> and support</li> <li>2.2 Carry out activities to tackle a problem</li> </ol>

<b>Range</b>
<b>2.1 Advice</b> : information on what or how to do something.

### Guidance and Evidence

For criterion 1.1 the learner must **list** straightforward problems e.g obstacles or difficulties that need to be resolved that learners may encounter at home, at work or in other areas of their life e.g problems with housing, transport arrangements, money issues, contacting people to help with the problem dealing with institutions such as the local council, hospital appointments, lost documents etc. For a problem to be straightforward it should have a high likelihood of being solved by the learner within the parameters of their resources and personal circumstance and the duration of the unit and be real not simulated. Evidence may be a written or verbal learner statement, an assessor record or ideas generated through a group discussion as long as the learner's contribution is clearly recorded.

For criterion 1.2 the learner must **identify** , with appropriate support, one method that would resolve the difficulty. Appropriate support could come from a mentor, line manager, family member, support group, Citizens Advice Bureau, tutor, colleagues, family and friends. Evidence may be a written or verbal learner statement, an assessor record or ideas generated through a group discussion as long as the learner's contribution is clearly recorded.

For criterion 2.1 the learner must **give examples** of where to get advice and support in the course of tackling the problem. Suitable sources of advice or support will depend on the problem though might include a trade union representative, line manager, tenants association, Citizens Advice Bureau, colleagues, tutor, family and friends. Evidence may be a written or verbal learner statement, an assessor record or advice, support or guidance could be during a group discussion, as long as the learner's question is clearly recorded.

For criterion 2.2 the learner must **carry out activities** to tackle a problem using a given procedure, which may include the way of tackling the problem identified in 1.2 or following standard procedures or protocols in the work place, place of learning or other institutions. Evidence may be a written or verbal learner statement, an assessor record, or a witness statement by an appropriate person or video.

## Appendix 1      Entry 2 units available in 5546 -01-02-03-04

This is a list of all the Entry 2 units available in the Employability Skills (England and Wales) qualifications 5546-01-02-03-04-:

Unit	QAN	Title	Credit value	GLH
<b>Entry Level 2 Units</b>				
201	R/506/2649	Planning for progression	2	13
202	D/506/2783	Personal finance	1	10
203	A/506/2645	Behaviour at work	1	8
204	F/506/2646	Effective communication	2	13
205	M/501/6911	Introduction to ICT	3	20
206	T/506/2644	Applying for a job	1	6
207	T/502/0863	Improve personal manner and conduct	2	20
208	J/506/2650	Searching for a job	2	16
209	F/502/0784	Workplace safety and emergency procedures	1	10
210	M/502/0862	Identify hazards in familiar settings	2	20
211	L/506/2651	Working as part of a group	2	18
212	Y/506/2782	Healthy living	1	10
213	R/501/6920	Personal skills	3	22
214	K/502/0861	Make a familiar journey safely	2	20
215	L/502/0660	Recognise outside parts of a motor car or van	1	10
216	Y/502/0662	Wash the outside of a motor car or van	2	20
217	D/502/0663	Clean the inside of a motor car or van	2	20
218	H/502/0664	Repair a puncture	2	20
219	K/506/8313	Environmental awareness	2	20
220	R/506/8080	Dealing with problems in daily life	2	20



## Appendix 2 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 Centre document library on <https://www.cityandguilds.com> or click on the links below:

### Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

### Centre Handbook: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and nonregulated qualifications that feature centre assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

**Access arrangements: When and how applications need to be made to City & Guilds** 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 document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

### Useful contacts

Please visit the **Contact us** section of the City & Guilds website.

## City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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City & Guilds of London Institute  
Giltspur House  
5–6 Giltspur Street  
London  
EC1A 9DE  
[cityandguildsgroup.com](http://cityandguildsgroup.com)