

# Awards, Certificates and Diplomas in Employability Skills (5546)

Entry 3 Unit handbook for centres

October 2021 Version 5.4



## 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>                     | Available   |
| <b>Support materials</b>              | Centre handbook<br>Unit packs<br>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         | Updates made to unit barring  | <b>Units</b>        |
| 3.0 December 2014       | Units 334 – 349 added   | <b>Units</b>        |
|                         | Appendices 1, 2 and 3 added listing which level 2 units are available in the Employability suite of qualifications. | <b>Appendix</b>     |
| 3.3 June 2015           | Unit 406 removed and replaced with 462  | <b>Introduction</b> |
| 3.4 September 2015      | Barring information for units 304 and 311 updated   | <b>Units</b>        |
| 4.0 December 2015       | Unit 371 added  | <b>Units</b>        |
|                         | References to QCF removed   | <b>Throughout</b>   |
| 4.1 February 2016       | Contents page updated to include unit 320   | <b>Contents</b>     |
| 5.0 May 2016            | Units 370, 371, 375-377 added   | <b>Units</b>        |
| 5.1 August 2016         | Unit 371 credit value corrected to 2  | <b>Units</b>        |
| 5.2 May 2017            | Unit 370 credit value corrected to 2  | <b>Units</b>        |
| 5.3 October 2020        | Barred combination for Unit 314 updated to 413  | <b>Units</b>        |
| 5.4 October 2021        | Unit 336 UAN updated  | <b>Appendix 1</b>   |



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# 1 Introduction to this Units handbook

City & Guilds offers these Entry 3 units as optional units in the following qualifications:

| <b>Qualification title</b>  | <b>Number</b> | <b>QAN</b> |
|---|---------------|------------|
| <b>Introductory Awards</b>  |               |            |
| City & Guilds Entry Level Introductory Award in Employability Skills (Entry 3)                    | 5546-01       | 601/3625/X |
| City & Guilds Entry Level Introductory Award in Employability Skills (Entry 3) (Northern Ireland) | 5546-21       | 601/3652/2 |
| City & Guilds Entry Level Introductory Award in Personal and Social Skills (Entry 3)              | 5546-31       | 601/3670/4 |
| <b>Awards</b>   |               |            |
| City & Guilds Entry Level Award in Employability Skills (Entry 3)                                 | 5546-02       | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills – Preparing for Employment (Entry 3)      | 5546-02       | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills – Succeeding at Work (Entry 3)            | 5546-02       | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills - Lifestyle (Entry 3)                     | 5546-02       | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills – Enterprise (Entry 3)                    | 5546-02       | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills – Planning for Life & Work (Entry 3)      | 5546-02       | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills – Work Placement (Entry 3)                | 5546-02       | 601/3626/1 |

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|---|---------|------------|
| City & Guilds Entry Level Award in Employability Skills – Volunteering (Entry 3)                                | 5546-02 | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills – Working for Yourself (Entry 3)                        | 5546-02 | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills – Personal Development (Entry 3)                        | 5546-02 | 601/3626/1 |
| City & Guilds Entry Level Award in Employability Skills (Entry 3)(Northern Ireland)                             | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Employability Skills – Preparing for Employment (Entry 3) (Northern Ireland) | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Employability Skills – Succeeding at Work (Entry 3(Northern Ireland))        | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Employability Skills - Lifestyle (Entry 3) (Northern Ireland)                | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Employability Skills - Enterprise (Entry 3) (Northern Ireland)               | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Employability Skills – Planning for Life & Work (Entry 3) (Northern Ireland) | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Employability Skills – Work Placement (Entry 3) (Northern Ireland)           | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Employability Skills – Volunteering (Entry 3) (Northern Ireland)             | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Employability Skills – Working for Yourself (Entry 3) (Northern Ireland)     | 5546-22 | 601/3653/4 |

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| City & Guilds Entry Level Award in Employability Skills – Personal Development (Entry 3) (Northern Ireland) | 5546-22 | 601/3653/4 |
| City & Guilds Entry Level Award in Personal and Social Skills (Entry 3)                                     | 5546-32 | 601/3539/6 |
| City & Guilds Entry Level Award in Employability Skills – Succeeding at Work (Entry 3)                      | 5546-32 | 601/3539/6 |
| City & Guilds Entry Level Award in Employability Skills - Lifestyle (Entry 3)                               | 5546-32 | 601/3539/6 |
| City & Guilds Entry Level Award in Employability Skills – Planning for Life & Work (Entry 3)                | 5546-32 | 601/3539/6 |
| City & Guilds Entry Level Award in Employability Skills – Volunteering (Entry 2)                            | 5546-32 | 601/3539/6 |
| City & Guilds Entry Level Award in Employability Skills – Working for Yourself (Entry 3)                    | 5546-32 | 601/3539/6 |
| City & Guilds Entry Level Award in Employability Skills – Personal Development (Entry 3)                    | 5546-32 | 601/3539/6 |
| <b>Extended Awards</b>  |         |            |
| City & Guilds Entry Level Extended Award in Employability Skills (Entry 3)                                  | 5546-03 | 601/3627/3 |
| City & Guilds Entry Level Extended Award in Employability Skills (Entry 3) (Northern Ireland)               | 5546-23 | 601/3654/6 |
| City & Guilds Entry Level Extended Award in Personal and Social Skills (Entry 3)                            | 5546-33 | 601/3671/6 |
| <b>Certificates</b>   |         |            |
| City & Guilds Entry Level Certificate in Employability Skills (Entry 3)                                     | 5546-04 | 601/3641/8 |
| City & Guilds Entry Level Certificate in Employability Skills Entry 3) Northern Ireland                     | 5546-24 | 601/3655/8 |

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|---|---------|------------|
| 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 |
| City & Guilds Entry Level Extended Certificate in Employability Skills (Northern Ireland) (Entry 3) | 5546-25 | 601/3656/X |
| City & Guilds Entry Level Extended Certificate in Personal and Social Skills (Entry 3)              | 5546-35 | 601/3672/8 |
| <b>Diplomas</b>   |         |            |
| City & Guilds Entry Level Diploma in Employability Skills (Entry 3)                                 | 5546-06 | 601/3561/X |
| City & Guilds Level 1 Diploma in Employability Skills   | 5546-06 | 601/3559/1 |

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.

## Unit 301 Planning for progression

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|----------------------|--|
| <b>UAN:</b>          | Y/501/6921   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 3  |
| <b>GLH:</b>          | 21   |
| <b>Aim:</b>          | 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.  |
| <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>201</b> Entry 2 Planning for progression</li> <li>• <b>401</b> Level 1 Planning for progression</li> </ul> |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Understand own study or training programme.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 identify what he/she aims to achieve by the end of the study or training programme<br>1.1 describe what he/she needs to do in order to follow the programme<br>1.2 identify the centre rules and regulations that affect him/her as a learner. |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Know the facilities and support available in the place of study or training.                                       |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 list the facilities provided in the place of study or training<br>2.2 identify the support available for learners. |

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| <b>Learning outcome</b>   |
| The learner will:<br>3. Recognise personal strengths (skills, qualities and attitudes) needed for learning and work.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 identify positive qualities and attitudes needed for learning and work<br>3.2 list his/her own personal strengths<br>3.3 give an example of something related to learning and work that he/she feels good about and something he/she feels confident doing. |

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| <b>Learning outcome</b>   |
| The learner will:<br>4. agree an action plan for self improvement   |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 identify areas for improvement with an appropriate person<br>4.2 contribute towards an action plan or contract. |

#### Guidance and Evidence

For criterion 1.1 the learner needs to **identify** what he/she needs to achieve in terms of qualifications, experience and/or job role. Evidence may include a learner statement or records from initial assessment and induction.

For 1.2 the learner needs to **describe** what he/she needs to do to follow the programme eg attend timetabled sessions, complete set tasks. Evidence may include: a learner statement or annotated documents eg individual learning plan (ILP), training agreement, timetable, action plan.

For 1.3 the learner needs to **identify** the rules and regulations that affect him/her as a learner. Evidence may include an annotated student handbook and induction pack but a handbook or induction pack without annotation or further evidence will not be sufficient.

For criterion 2.1 the learner needs to **list** some of the facilities provided (eg library, IT, canteen, crèche). Evidence may include highlighted information (eg student handbook and/or induction pack).

For 2.2 the learner needs to **identify** the support available (eg internal support could be tutor guidance, student support services and external support could be Connexions/Information Advice and Guidance (IAG) services. Evidence may include annotated information (eg student handbook and/or induction pack) or learner statement.

For criterion 3.1 the learner needs to **identify** a range of positive qualities and attitudes (eg being honest, punctual, conscientious, attentive to detail, polite, hard working, motivated). The learner does not need to distinguish between qualities and attitudes.

For 3.2 the learner needs to **list** his/her own particular strengths (skills, qualities and attitudes). The learner does not need to distinguish between skills, qualities and attitudes.

For 3.3 the learner needs to **give an example** of something relating to learning or work that he/she feels good about (eg successfully completing a task or an activity) and something he/she feels confident doing (eg answering the telephone, meeting new people, using a till).

Evidence for 3.1 to 3.3 may include a learner statement/list or audio/video recordings of individual or group discussion.

## Unit 302      Personal finance

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | H/506/2784  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 1   |
| <b>GLH:</b>          | 10  |
| <b>Aim:</b>          | The aim of this unit is to give the learner an understanding of personal finance.   |
| <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>202</b> Entry 2 Personal finance</li><li>• <b>402</b> Level 1 Managing personal finance</li><li>• <b>518</b> Level 2 Managing personal finance</li></ul> |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Understand the advantages and disadvantages of borrowing money.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 identify from where money can be borrowed<br>1.2 outline the advantages of <b>borrowing money</b><br>1.3 outline the disadvantages of <b>borrowing money</b> . |

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| <b>Range</b>  |
| <b>1.2 and 1.3 borrowing money</b> includes informal borrowing from friends and relatives and more formal arrangements such as credit cards, overdrafts, loans and pay day loans. |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Understand the advantages of saving money.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 identify different ways of <b>saving money</b><br>2.2 list the benefits of <b>saving money</b> . |

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| <b>Range</b>  |
| <b>2.1 and 2.2 saving money</b> includes ways of accumulating money (eg informal saving at home and more formal arrangements such as saving stamps, savings accounts, premium bonds) and ways of saving money by reducing expenditure (eg buying in bulk, in sales, cheaper items). |

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| <b>Learning outcome</b>   |
| The learner will:<br>3. Understand why it is important to keep personal financial information secure.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 outline ways of keeping <b>personal financial information</b> secure<br>3.2 state the importance of keeping <b>personal financial information</b> secure. |

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| <b>Range</b>   |
| <b>3.1 and 3.2 personal financial information</b> details about an individual's money and accounts such as pay slips, bank details, PIN numbers. |

**Guidance and Evidence**

For criterion 1.1 the learner must **identify** from where money can be borrowed eg formal – overdrafts, loans, pay day loans and credit cards, informal – friend and family. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 1.2 the learner must **outline** the advantages of borrowing 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 written or verbal learner statement, an assessor record.

For criterion 1.3 the learner must **outline** the disadvantages of borrowing money eg money has to be paid back, high interest rates, getting into debt, family arguments bailiffs and stress. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.1 the learner must **identify** different ways of saving money eg installing water meters, better tariffs for TV, broadband and telephone packages, making a shopping list and not buying on impulse, buy one get one free offers, bulk buying, shopping in sales and online sites eg e-bay, stop smoking, voucher codes. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 2.2 the learner must **list** the benefits of saving 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, financial flexibility (more choice of how and when to spend – bulk buys and special offers). Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 3.1 the learner must **outline** 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 numbers, 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.

For criterion 3.2 the learner must **state** the importance of keeping personal financial information secure eg to keep money safe, keep information private and confidential, to prevent fraud, to prevent theft. Evidence may be a written or verbal learner statement or an assessor record.



## Unit 303 Conduct at work

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | J/505/4645  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 1   |
| <b>GLH:</b>          | 10  |
| <b>Aim:</b>          | 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, demonstrate and reflect on some appropriate behaviours in the workplace. |
| <b>Assessment:</b>   | Learner portfolio.  |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> <li>• <b>203</b> Entry 2 Behaviour at work</li> </ul>   |

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| <b>Learning outcome</b>   |
| The learner will: <ol style="list-style-type: none"> <li>1. know about appropriate conduct for the workplace.</li> </ol>  |
| <b>Assessment criteria</b>  |
| The learner can: <ol style="list-style-type: none"> <li>1.1 identify different kinds of <b>appropriate</b> conduct in the workplace</li> <li>1.2 identify <b>inappropriate</b> conduct in the workplace.</li> </ol> |

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| <b>Range</b>   |
| 1.1 <b>appropriate</b> – polite, respectful, reliable, demonstration of compliance with organisational policies.<br>1.2 <b>inappropriate</b> – impolite, disrespectful, unreliable, non-compliance with organisational policies. |

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| <b>Learning outcome</b>  |
| The learner will: <ol style="list-style-type: none"> <li>2. Be able to demonstrate good conduct.</li> </ol>  |
| <b>Assessment criteria</b>   |
| The learner can: <ol style="list-style-type: none"> <li>2.1 interact appropriately with colleagues</li> <li>2.2 dress appropriately for work</li> <li>2.3 demonstrate conduct suitable for job role</li> <li>2.4 demonstrate good timekeeping and attendance.</li> </ol> |

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| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to carry out a review of own conduct.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 identify an aspect of own conduct that went well<br>3.2 identify an aspect of own conduct that did not go so well<br>3.3 suggest an action point for improvement in own conduct. |

#### Guidance and Evidence

Evidence for 2.1 to 2.4 is likely to be a witness or assessor statement.

For criterion 1.1 the learner needs to identify at least two different kinds of **appropriate** conduct in the workplace. Evidence can be given orally or in writing.

For 1.2 the learner needs to identify at least two different kinds of **inappropriate** conduct in the workplace. Evidence can be given orally or in writing.

For criterion 2.1 the learner needs to interact appropriately with colleagues.

For 2.2 the learner needs to dress appropriately for a particular work situation

For 2.3 the learner needs to demonstrate conduct suitable for the job role

For 2.4 the learner needs to demonstrate good timekeeping and attendance. This is likely to be over at least one month but may be over a shorter period of time depending on the placement.

## Unit 304

## Effective communication

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | Y/505/4648   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 11   |
| <b>Aim:</b>          | 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.   |
| <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>204</b> Entry 2 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><li>• <b>504</b> Level 2 Communicating with others in the workplace</li></ul> |

### Learning outcome

The learner will:

1. Understand why effective communication is important.

### Assessment criteria

The learner can:

- 1.1 1.1 state why effective communication is important
- 1.2 1.2 give examples of positive communication and body language
- 1.3 1.3 give examples of appropriate and inappropriate verbal communication
- 1.4 1.4 give examples of appropriate and inappropriate non-verbal communication.

### Range

- 1.3 **appropriate verbal communication** – speaking calmly and clearly appropriate and positive language, active listening.
- 1.3 **inappropriate verbal communication** – shouting, swearing, negative language, abusive, derogatory.
- 1.4 **appropriate non-verbal communication** – positive facial expressions, shaking hands, open body language.
- 1.4 **inappropriate non-verbal communication** – negative facial expressions, not shaking hands, closed body language.

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| <b>Learning outcome</b>   |
| The learner will:<br>2. Understand the difference between confident, aggressive, passive and assertive behavior.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 list examples of confident behaviour<br>2.2 list examples of aggressive behaviour<br>2.3 list examples of passive behaviour<br>2.4 list examples of assertive behaviour<br>2.5 state the difference between confident, aggressive, passive and assertive behaviour. |

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| <b>Learning outcome</b>   |
| The learner will:<br>3. Know the difference between positive and negative feedback.                       |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 give an example of positive feedback<br>3.2 give an example of negative feedback. |

## Unit 304

## Effective communication

### Supporting information

#### Guidance and Evidence

For outcome 1.1 evidence may be a learner statement or assessor record.

For 1.2 Evidence may be a learner statement, pictures chosen from a range (eg newspaper) or assessor record. The learner needs to give at least two examples of positive communication and body language.

For 1.3 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate verbal communication** Evidence may be a learner statement or assessor record.

For 1.4 the learner needs to give at least two examples of **appropriate** and two examples of **inappropriate non-verbal communication**. Evidence may be a learner statement, pictures chosen from a range (eg newspaper) or assessor record.

For criterion 2.1 the learner needs to list at three examples of confident behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.2 the learner needs to list at three examples of aggressive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.3 the learner needs to list at three examples of passive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

For 2.4 the learner needs to list at three examples of assertive behaviour. This can be their own behaviour or the behaviour of others eg a video clip showing different behaviours could be used.

Evidence for 2.1 to 2.5 could be a learner statement.

For criterion 3.1 the learner needs to give an example of positive feedback. This can be their own behaviour or the behaviour of others eg a video clip showing different feedback could be used.

For 3.2 the learner needs to give an example of negative feedback. This can be their own behaviour or the behaviour of others eg a video clip showing different feedback could be used.

Evidence for 3.1 and 3.2 could be a learner statement.

For criterion 1.1 the learner needs to state why effective communication is important. Communication refers to spoken and non-spoken communication such as body language.

## Unit 305 Introduction to ICT

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | M/501/6925  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 3   |
| <b>GLH:</b>          | 20  |
| <b>Aim:</b>          | The aim of this unit is to introduce the learner to computer literacy.  |
| <b>Assessment:</b>   | Learner portfolio.  |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>205</b> Entry 2 Introduction to ICT</li></ul> |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Interact with and use an ICT system.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 use correct procedures for start and shutdown of an ICT system and to open and close applications<br>1.2 use input devices<br>1.3 use output devices<br>1.4 use software applications<br>1.5 recognise and use interface features. |

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| <b>Learning outcome</b>   |
| The learner will:<br>2. Follow recommended safe operating practices.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 list safety points to be remembered when using a computer<br>2.2 follow safe practices. |

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| <b>Learning outcome</b>   |
| The learner will:<br>3.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 use appropriate search techniques<br>3.2 select information<br>3.3 use information for an agreed purpose. |

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| <b>Learning outcome</b>  |
| The learner will:<br>4. Enter, develop and present information for an agreed purpose using an ICT system.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>4.1 enter information<br>4.2 format text<br>4.3 insert and position images<br>4.4 present the information for an agreed purpose. |



### Guidance and Evidence

For criterion 1.1 the learner needs to **use** correct procedures for start and shutdown of an ICT system (this can be logging on and off). They need to open and close applications such as those used in 1.4.

For 1.2 the learner needs to **use** at least two input devices eg keyboard, microphone, touch screen and mouse.

For 1.3 the learner needs to **use** at least two output devices eg screen, printer, sending an email.

For 1.4 the learner needs to **use** at least two software applications eg word processing, graphics, web browser, email.

For 1.5 the learner needs to **recognise** and **use** at least two interface features eg menus, scroll, drag and drop, option buttons.

Evidence for 1.1 to 1.5 may be an assessor or a witness statement.

For criterion 2.1 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. Evidence for 2.1 may be a learner statement or an annotated photograph.

For 2.2 the learner must **follow** safe practices. The tutor/assessor should ensure the learner can work safely. Evidence may be an assessor or witness statement.

For criterion 3.1 the learner needs to **use** appropriate search techniques eg a menu, contents list or internet. Evidence may be screen prints, print outs or assessor observation.

For 3.2 the learner needs to **select** information. This can involve copying and pasting or capturing images. Evidence may be screen prints, print outs or assessor observation.

For 3.3 the learner needs to **use** information selected in 3.2 for an agreed purpose. The purpose should be stated and may be given by, or agreed with, an appropriate person. Examples of purposes could include planning a journey, emailing a friend, completing a course work assignment or producing a poster. Evidence may be screen prints, print outs or assessor observation. Evidence may be used for outcome 4.

For criterion 4.1 the learner needs to **enter** information. This can involve an email, on-line form, poster.

For 4.2 the learner needs to **format** text eg change font style, size.

For 4.3 the learner needs to **insert** and **position** images. Images can include clip art, photographs, pie charts.

For 4.4 the learner needs to **present** the information for an agreed purpose.

Evidence for 4.1 to 4.4 may include printouts or screen prints showing changes to the information and the final document eg email, on-line form, poster.

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|----------------------|---|
| <b>UAN:</b>          | K/506/2639  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 11  |
| <b>Aim:</b>          | 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  |
| <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>206</b> Entry 2 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> <li>• <b>501</b> Level 2 Career planning and making applications</li> <li>• <b>506</b> Level 2 Applying for a job</li> </ul> |

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| <b>Learning outcome</b> |
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| Applying for a job The learner will: |
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| 1. Know different methods of applying for jobs. |
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| <b>Assessment criteria</b> |
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| The learner can: |
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| 1.1 identify the different types of job applications |
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| 1.2 identify the different methods for job applications. |
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| <b>Range</b> |
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| 1.1 <b>types</b> – CVs, personal statement, application forms, covering letters. |
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| 1.2 <b>methods</b> – online, paper based, agency, telephone, in person, video. |
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| <b>Learning outcome</b>  |
| The learner will:<br>2. Be able to apply for a job   |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 identify information needed to apply for a job<br>2.2 present the information for a job application in <b>different formats</b><br>2.3 draft a CV<br>2.4 describe how to apply for a job online. |
| <b>Range</b>   |
| 2.2 <b>different formats</b> – online, paper based.  |

#### Guidance and Evidence

Jobs could be local, national or global.

For criterion 1.1 and 1.2 the learner needs to identify the different types and methods of applying for jobs.

For criterion 2.1 the learner needs to identify and gather all the required information needed to apply for a job.

For 2.2 the learner needs to complete an online **and** paper based application form.

For 2.3 the learner needs to draft a CV.

For 2.4 the learner needs to describe how to apply for a job online ie they need to have an email address and Internet access.

## Unit 307 Interview skills

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|----------------------|---|
| <b>UAN:</b>          | Y/506/3107  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 3   |
| <b>GLH:</b>          | 27  |
| <b>Aim:</b>          | The aim of this unit is to help the learner equip with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future. |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> <li>• <b>407</b> Level 1 Interview skills</li> </ul>  |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Know how to prepare for an interview.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 research the company and the job role<br>1.2 prepare brief answers to a given set of questions that are likely to be asked at the interview<br>1.3 prepare questions to ask in an interview<br>1.4 identify how to seek clarity from the interviewer about questions asked<br>1.5 identify any documents that may be asked for at interview<br>1.6 identify the route and means of transport to take to attend the interview on time. |

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| <b>Learning outcome</b>   |
| The learner will:<br>2. Be able to present and perform well at an interview.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 dress appropriately and display good personal hygiene for the interview<br>2.2 use appropriate means of non-verbal communication such as body language and facial expressions during the interview<br>2.3 give clear, straightforward answers to the questions asked. |

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| <b>Learning outcome</b>   |
| The learner will:<br>3. Be able to review own performance at an interview   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 identify one aspect of the interview that went well<br>3.2 identify one aspect of the interview that did not go well<br>3.3 identify actions to improve performance at future interviews. |

**Guidance and Evidence**

For criteria 1.1 to 1.5 the learner needs to prepare for a real or simulated job interview.

For 1.6 the learner needs to identify the route and means of transport which they plan to take to arrive for the interview on time. If the learner does not need to travel for the interview they could plan a route/timings to another location.

For outcome 3 the learner needs to review their performance during a real or simulated interview.



## Unit 308      Searching for a job

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | H/506/2641   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | 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. |
| <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>208</b> Entry 2 Searching for a job</li> <li>• <b>408</b> Level 1 Searching for a job</li> </ul>                     |

### Learning outcome

The learner will:

1. Be able to find out about opportunities for work.

### Assessment criteria

The learner can:

- 1.1 identify different sources of information to find out about jobs
- 1.2 use sources of information to find key facts about different jobs
- 1.3 identify different types of **employment and training opportunities**.

### Range

1.3 **employment and training opportunities** – Apprenticeships, training for work, volunteering, internships, jobs.

### Learning outcome

The learner will:

2. Be able to search for job vacancies.

### Assessment criteria

The learner can:

- 2.1 describe the key features of a job advert
- 2.2 identify own requirements and skills
- 2.3 identify job vacancies that meet own requirement and skills
- 2.4 identify how to sign up to different organisations' job alert systems.

**Guidance and Evidence**

For criterion 1.1 the learner needs to identify different sources of information to find out about jobs.

For 1.2 the learner needs to use sources of information to find key facts about different jobs.

For 1.3 the learner needs to identify different types of employment and training opportunities.

Jobs could be local, national or global.

For criteria 2.1 to 2.3 the learner is expected to take an active role in matching their own skills and achievements to a range of jobs.

For 2.4 the learner is expected to identify some job boards and company websites which require users to create an account when they apply for jobs.

## Unit 309

## Prepare for and attend an interview

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|----------------------|--|
| <b>UAN:</b>          | M/502/4278   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The learner will understand how to prepare for an interview.   |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>503</b> Level 2 Preparing for an interview</li></ul> |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Be able to prepare for and attend an interview.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 check the details of an interview<br>1.2 confirm attendance and request time off work<br>1.3 carry out preparations for an interview<br>1.4 state why it is important to prepare for an interview<br>1.5 present themselves appropriately at the place of interview<br>1.6 ask and respond to questions appropriately<br>1.7 state why it is important to present oneself and respond to questions appropriately. |

## Unit 309

# Prepare for and attend an interview

## Supporting information

### Guidance and Evidence

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.

For criterion 1.1 the learner must check all of the details of interview:

- time of interview
- place of interview
- date of interview

For criterion 1.2 the learner must 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

For criterion 1.3 the learner must 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

For criterion 1.4 the learner must state a reason for:

- checking details of interview
- confirming attendance
- preparing for interview

For criterion 1.5 the learner must:

- dress appropriately for interview
- arrive on time for the interview
- state the purpose of their visit on arrival
- greet people appropriately

For criterion 1.6 the learner should be polite and:

- listen carefully to the questions at the interview
- ask if they do not understand a question
- respond appropriately to the questions at the interview

For criterion 1.7 the learner must state a reason for:

- dressing appropriately
- being punctual
- greeting people appropriately
- listening carefully and responding appropriately to the questions.

# Unit 310 Work safely

|                      |                   |
|----------------------|-------------------|
| <b>UAN:</b>          | R/502/0840        |
| <b>Level:</b>        | Entry 3           |
| <b>Credit value:</b> | 2                 |
| <b>GLH:</b>          | 20                |
| <b>Assessment:</b>   | Learner portfolio |
| <b>Barring:</b>      | None              |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Be able to follow health and safety procedures.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 work safely following health and safety procedures<br>1.2 respond to hazard warning signs and symbols<br>1.3 communicate with supervisor on safety matters<br>1.4 use, clean and store PPE, tools and equipment safely<br>1.5 maintain personal safety and hygiene. |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Know how to work safely.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 state why safe working practices should be followed<br>2.2 state why communication between worker and supervisor is important<br>2.3 state why it is important to clean and store tools correctly and follow hygiene procedures. |

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| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to respond to a fire or smoke alarm.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 recognise the appropriate warning signs, exit signs and fire extinguishers<br>3.2 respond by leaving the building by the designated route immediately<br>3.3 follow emergency evacuation and assembly procedures<br>3.4 state why set emergency procedures should be followed. |

## **Unit 310**

## **Work safely**

### Supporting information

#### **Guidance and Evidence**

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

## Unit 311

## Working as part of a team

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | A/506/2726  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 3   |
| <b>GLH:</b>          | 24  |
| <b>Aim:</b>          | 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.  |
| <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>211</b> Entry 2 Working as part of a group</li><li>• <b>411</b> Level 1 Working as part of a team</li><li>• <b>426</b> Level 1 Contributing to a team</li><li>• <b>522</b> Level 2 Team working skills</li></ul> |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Be working as part of a team.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 state what is meant by the term team<br>1.2 list different types of team<br>1.3 give an example of a successful team<br>1.4 list <b>different roles</b> in a team. |

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|---|
| <b>Range</b>                                      |
| 1.4 <b>different roles</b> – leader, manager etc. |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Understand the benefits of team working.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 list the factors that make an effective team<br>2.2 list benefits of effective teamwork. |



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| <b>Learning outcome</b>   |
| The learner will:<br>3. Understand how to work towards a team task.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 identify the task of the team<br>3.2 plan the team task<br>3.3 identify own role in achieving the team task<br>3.4 identify others role in achieving the team task<br>3.5 list the support and resources needed to help work towards the team task. |

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| <b>Learning outcome</b>  |
| The learner will:<br>4. Be able to follow the plan.                            |
| <b>Assessment criteria</b>   |
| The learner can:<br>4.1 follow plan<br>4.2 suggest an improvement to the plan. |

#### **Guidance and Evidence**

For criterion 1.1 the learner needs to state what is meant by the term team.

For 1.2 the learner needs to list different types of team.

For 1.3 the learner needs to give an example of a successful team.

For 1.4 the learner needs to list different roles in a team.

For criterion 2.1 the learner needs to list the factors that make an effective team.

For 2.2 the learner needs to list benefits of effective teamwork.

For criterion 3.1 the learner needs to identify the task of the team.

For 3.2 the learner needs to plan the team task.

For 3.3 the learner needs to identify own role in achieving the team task.

For 3.4 the learner needs to identify others role in achieving the team task.

For 3.5 the learner needs to list the support and resources needed to help work towards the team task.

For criterion 4.1 the learner needs to follow plan to achieve the task.

For 4.2 the learner needs to suggest an improvement to the plan.

## Unit 312      Healthy living

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | H/506/2722  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 16  |
| <b>Aim:</b>          | 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.   |
| <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>212</b> Entry 2 Healthy Living</li> <li>• <b>412</b> Level 1 Contribute to own healthy living</li> <li>• <b>514</b> Level 2 Healthy living</li> </ul> |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Understand what is needed for a healthy lifestyle.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 list <b>factors</b> that contribute to a healthy lifestyle<br>1.2 list <b>barriers</b> that prevent a healthy lifestyle<br>1.3 identify ways in which a healthy lifestyle can be achieved. |

|   |
|---|
| <b>Range</b>  |
| 1.1 <b>factors</b> – diet, exercise, sleep, safe sex.<br>1.2 <b>barriers</b> – money, access to facilities, time pressures. |

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| <b>Learning outcome</b>   |
| The learner will:<br>2. Be able to maintain a healthy lifestyle.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 carry out activities to contribute to a healthy lifestyle<br>2.2 review how activities have contributed to a healthier lifestyle. |

**Guidance and Evidence**

For outcome 1, a healthy lifestyle might include: balanced diet eg food groups, risks of over/under eating; sufficient sleep eg coping with shift patterns; work/life balance; taking regular exercise; alcohol and drug awareness; safe sex.

For criterion 2.1 the candidate needs to carry out activities to contribute to a healthy lifestyle eg eat five portions of fruit/vegetables, cycle to work/college.

For 2.2 the learner needs to review how activities have contributed to a healthier lifestyle

## Unit 313

## Personal presentation and hygiene

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | T/505/4656   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 15   |
| <b>Aim:</b>          | The aim of this unit is to help learners understand the importance of good personal hygiene and personal presentation. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

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|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. Understand the importance of personal hygiene.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 identify what makes up a good <b>personal hygiene</b> routine<br>1.2 state why good <b>personal hygiene</b> is important<br>1.3 state the negative social effects of poor <b>personal hygiene</b><br>1.4 identify the health risks associated with <b>personal hygiene</b> . |

|  |
|--|
| <b>Range</b>   |
| 1.1, 1.2, 1.3 & 1.4 <b>personal hygiene</b> – bathing, using deodorants, brushing teeth, hand washing. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Understand the importance of personal presentation.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 identify what is meant by good <b>personal presentation</b><br>2.2 state why good <b>personal presentation</b> is important<br>2.3 state the negative effects of poor <b>personal presentation</b> |

|   |
|---|
| <b>Range</b>  |
| 2.1, 2.2 & 2.3 <b>personal presentation</b> – clean clothes, clean shoes. |

## Unit 313

# Personal presentation and hygiene

## Supporting information

### Guidance and Evidence

The learner needs to develop a clear understanding of personal hygiene. They need to take responsibility for their own hygiene and understand the need to carry out a daily hygiene routine and what it entails.

For criterion 1.1 the learner needs to identify what makes up a good personal hygiene routine.

For 1.2 the learner needs to state why good personal hygiene is important.

For 1.3 the learner needs to state the negative social effects of poor personal hygiene.

For 1.4 the learner needs to identify the health risks associated with poor personal hygiene.

For criterion 2.1 the learner needs to identify what is meant by good personal presentation.

For 2.2 the learner needs to state why good personal presentation is important.

For 2.3 the learner needs to state the negative effects of poor personal presentation.

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | M/506/3114   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 3  |
| <b>GLH:</b>          | 25   |
| <b>Aim:</b>          | The aim of this unit is to introduce the learner to safety legislation and working safely at work.   |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> <li>• <b>413</b> Level 1 Safe learning in the workplace</li> </ul> |

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|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 give a reason why health and safety legislation is important in the workplace<br>1.2 identify the health and safety <b>laws</b> that apply to all workplaces. |

|   |
|---|
| <b>Range</b>  |
| 1.2 <b>laws</b> – PPE, safe working practices (using tools), clean working environment Health and Safety at Work Act. |

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|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Know about risks and hazards in the workplace.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 list the <b>main hazards</b> in a workplace<br>2.2 list the <b>main risks</b> in the workplace<br>2.3 contribute to a risk assessment. |

|   |
|---|
| <b>Range</b>  |
| <b>2.1 main hazards</b> – trailing cables, blocked fire exits, electrical equipment.<br><b>2.2 main risks</b> – slips, trips and falls, no escape route, electric shock, injury or death. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Know what responsibilities people have for safety in the workplace.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 identify the person responsible for health and safety in the workplace<br>3.2 identify own behaviour for safe practice in the workplace<br>3.3 identify own responsibility for reporting hazards in the workplace<br>3.4 identify steps to be followed in the case of:<br>a. fire<br>b. accident<br>c. emergency. |



**Guidance and Evidence**

For criterion 1.1 the learner needs to give one reason health and safety legislation is important in the workplace.

For 1.2 the learner needs to identify 2 health and safety laws that apply to all workplaces.

For criterion 2.1 the learner needs to list the main hazards in a workplace.

For 2.2 the learner needs to list the main risks in a workplace.

For 2.3 the learner needs to plan how to reduce any risks and/or hazards eg health and safety hazards and risks, risks relating to availability of time, tools and materials etc. Learners should not be asked to carry out risk assessments.

For criterion 3.1 the learner should be specific as the workplace means either the learner's place of work/work experience placement or their potential work environment.

For 3.2 the learner needs to identify their own behaviour for safe practices in the workplace and carry out safe practices.

For criterion 3.3 the learner needs to understand that everyone has a responsibility for health and safety and they should be able to clearly identify their own responsibilities to themselves and to others.

For 3.4 the learner needs detail the steps to be followed in the case of:

- a. fire
- b. accident
- c. emergency

The learner should consider hoax calls and the dangers/impacts these may have.

## Unit 315

## Effective written communication for the workplace

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | Y/505/4651  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 14  |
| <b>Aim:</b>          | 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.  |
| <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>204</b> Entry 2 Effective communication</li><li>• <b>304</b> Entry 3 Effective communication</li><li>• <b>322</b> Entry 3 Effective speaking in the workplace</li><li>• <b>404</b> Level 1 Effective communication</li></ul> |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. Understand different types of written communication.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 identify different types of written communication<br>1.2 state the different situations where formal and informal written communication could be used. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. Understand why effective written communication is important.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 state why effective written communication is important<br>2.2 give examples of <b>appropriate</b> and <b>inappropriate written language</b> . |

|   |
|---|
| <b>Range</b>  |
| 2.2 <b>appropriate written language</b> – suitable format, structured, addressing people correctly.<br>2.2 <b>inappropriate written language</b> – using slang, too informal for the situation. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to send a written communication for the workplace.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 send a formal written communication<br>3.2 send an informal written communication<br>3.3 answer a written communication. |

#### Guidance and Evidence

For criterion 1.1 the learner needs to identify at least three different types of written communication. Evidence could be a list or examples of the different types.

For 1.2 the learner needs to state at least two situations where formal communication could be used and two situations where informal written communication could be used. Evidence could be a list or examples of the different types.

For 2.2 the learner needs to give examples of **appropriate** and **inappropriate written language**. This could be a list or examples of the different types.

For criterion 2.1 the learner needs to state why effective written communication is important. This can be orally or in writing.

For criterion 3.1 the learner needs to prepare a formal written communication for the workplace. This can be in handwriting or using ICT. For example, this could be a written letter of application or an email to a company to complain about late delivery.

For 3.2 the learner needs to prepare an informal written communication for the workplace. This can be in handwriting or using ICT. For example, this could be a note or email for a colleague.

For 3.3 the learner needs to prepare an answer to a written communication for the workplace. This can be in handwriting or using ICT. This could be a reply to a formal or informal communication.

For outcome 3 the written communication should be appropriate to the situation and learners should check their spelling, punctuation and grammar. One or two mistakes are acceptable as long as the meaning is clear.

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|----------------------|--|
| <b>UAN:</b>          | F/506/2727   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 3  |
| <b>GLH:</b>          | 30   |
| <b>Aim:</b>          | The aim of this unit is to help the learner identify potential workplace opportunities and what is expected during a work placement.                       |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"> <li>• <b>420</b> Level 1 Undertaking work placement</li> </ul> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will: <ol style="list-style-type: none"> <li>1. Be able to identify potential work placement opportunities.</li> </ol>  |
| <b>Assessment criteria</b>  |
| The learner can: <ol style="list-style-type: none"> <li>1.1 identify own skills and interests</li> <li>1.2 identify work placement opportunities which match own skills and interests.</li> </ol> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will: <ol style="list-style-type: none"> <li>2. Know what is expected during the work placement.</li> </ol>   |
| <b>Assessment criteria</b>  |
| The learner can: <ol style="list-style-type: none"> <li>2.1 identify appropriate behaviours and attitudes for the work placement</li> <li>2.2 identify the route and means of transport to take to attend the work placement on time</li> <li>2.3 identify different tasks to be performed during the work placement</li> <li>2.4 identify appropriate sources of support during the work placement</li> <li>2.5 identify a desired outcome of the work placement.</li> </ol> |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to reflect on the experience of the work placement.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 identify what went well during the work placement<br>3.2 identify what did not go well during the work placement<br>3.3 identify what was learned about the job role and their work placement<br>3.4 identify what was learned about personal qualities during the work placement<br>3.5 identify how to build on the work placement experience. |

**Guidance and Evidence**

For criterion 1.1 the learner needs to identify own skills and interests when considering a work placement.

For 1.2 the learner needs to identify work placement opportunities which match own skills and interests.

For criterion 2.1 the learner needs to identify appropriate behaviours and attitudes for the work placement

For 2.2 the learner needs to identify the route and means of transport to take to attend the work placement on time.

For 2.3 the learner needs to identify different tasks to be performed during the work placement.

For 2.4 the learner needs to identify appropriate sources of support during the work placement.

For 2.5 the learner needs to identify a desired outcome of the work placement.

For criterion 3.1 the learner needs to identify what went well during the work placement.

For 3.2 the learner needs to identify what did not go well during the work placement.

For 3.3 the learner needs to identify what was learned about the job role and their work placement.

For 3.4 the learner needs to identify what was learned about personal qualities during the work placement.

For 3.5 the learner needs to identify how to build on the work placement experience

## Unit 317

## Rights, responsibilities and citizenship

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | M/506/2724  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 3   |
| <b>GLH</b>           | 25  |
| <b>Aim:</b>          | 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.  |
| <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>318</b> Entry 3 Investigating rights and responsibilities at work</li><li>• <b>416</b> Level 1 Rights, responsibilities and citizenship</li><li>• <b>417</b> Level 1 Investigating rights and responsibilities at work</li><li>• <b>441</b> Level 1 Rights and responsibilities in the workplace</li></ul> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand individual rights and responsibilities.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 give an example of a right<br>1.2 give an example of a responsibility<br>1.3 identify a <b>relevant</b> individual right<br>1.4 identify sources of support or information about rights and responsibilities<br>1.5 describe a personal responsibility<br>1.6 describe a responsibility that an individual has to others. |



**Learning outcome**

The learner will:

2. Understand rights and responsibilities of a citizen.

**Assessment criteria**

The learner can:

- 2.1 give an example of citizen's rights and responsibilities as a:
  - a. consumer
  - b. member of a local community
  - c. member of society
- 2.2 state **how a citizen's rights are protected**.

**Range**

2.2 **how a citizen's rights are protected** – laws, enforcement agencies.

**Learning outcome**

The learner will:

3. Understand aspects of rules and laws.

**Assessment criteria**

The learner can:

- 3.1 give a reason why society needs rules
- 3.2 give an example of a law and how it is enforced.

**Learning outcome**

The learner will:

4. Know different types of elections.

**Assessment criteria**

The learner can:

- 4.1 list different types of elections that an individual can vote in
- 4.2 identify who can vote in a general election.

**Range**

4.1 **types of elections** – general, local, trade union, committee, referendum, council.

## Unit 317

# Rights, responsibilities and citizenship

## Supporting information

### Guidance and Evidence

For criterion 1.1 the learner needs to give at least one example of a right  
Evidence can be given orally or in writing.

For 1.2 the learner needs to give at least one example of a responsibility  
Evidence can be given orally or in writing.

For 1.3 the learner needs to give at least one example of a right that is relevant to them in their situation. The learner should say why this is relevant to them. Evidence can be given orally or in writing.

For 1.4 the learner needs to identify at least two sources of support or information about rights and responsibilities. Evidence can be given orally or in writing or learners may include the sources.

For criterion 2.1 the learner needs to give at least one example of a citizen's rights and one example of their responsibilities for each of the following headings:

- o a consumer
- o a member of a local community
- o a member of society

Evidence can be given orally or in writing.

For criterion 3.1 the learner needs to give at least one reason why society needs rules. Evidence can be given orally or in writing.

For 3.2 the learner needs to give at least one example of a law and how it is enforced

For 3.1 and 3.2 evidence can be given orally or in writing.

For criterion 4.1 the learner needs to list at least three different types of elections that an individual can vote in

Evidence for 4.1 and 4.2 can be given orally or in writing.

For 1.5 the learner needs to describe a personal responsibility they have.  
Evidence can be given orally or in writing.

For 1.6 the learner needs to describe a responsibility that an individual has to others. This may be their own responsibility. Evidence can be given orally or in writing.

For 4.2 the learner needs to identify who can vote in a general election.

## Unit 318

## Investigating rights and responsibilities at work

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | T/506/2725   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 1  |
| <b>GLH:</b>          | 10   |
| <b>Aim:</b>          | 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.   |
| <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>317</b> Entry 3 Rights, responsibilities and citizenship</li><li>• <b>416</b> Level 1 Rights, responsibilities and citizenship</li><li>• <b>417</b> Level 1 Investigating rights and responsibilities at work</li><li>• <b>441</b> Level 1 Rights and responsibilities in the workplace</li></ul> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand rights and responsibilities in the workplace.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 identify employee rights in the workplace<br>1.2 identify employee responsibilities in the workplace<br>1.3 identify employer responsibilities in the workplace<br>1.4 state why the rights of others should be respected<br>1.5 identify sources of help within the workplace. |

## Unit 318

## Investigating rights and responsibilities at work

### Supporting information

#### **Guidance and Evidence**

For criterion 1.1 the learner needs to give at least two examples of employee rights in the workplace.

For 1.2 the learner needs to give at least two examples of employee responsibilities in the workplace.

For 1.3 the learner needs to give at least two examples of employer responsibilities in the workplace.

For 1.5 the learner needs to identify at least two sources of help within the workplace.

Evidence for 1.1 to 1.5 can be given orally or in writing.

For 1.4 the learner needs to state why the rights of others should be respected.

## Unit 319

## Candidate project

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | J/501/6946  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 3   |
| <b>GLH:</b>          | 20  |
| <b>Aim:</b>          | 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.   |
| <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>418</b> Level 1 Candidate project</li><li>• <b>505</b> Level 2 Candidate project for learning and work</li></ul> |

### Learning outcome

The learner will:

1. Plan a project (an activity or piece of research).

### Assessment criteria

The learner can:

- 1.1 agree a suitable project
- 1.2 list the stages involved in the project
- 1.3 agree a timescale for the activities
- 1.4 agree the plan with a suitable person.

### Learning outcome

The learner will:

2. Carry out a project.

### Assessment criteria

The learner can:

- 2.1 follow the project plan
- 2.2 review progress with a suitable person
- 2.3 complete the project.

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Review the project.                                     |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 state what went well<br>3.2 state what did not go well. |

#### Guidance and Evidence

For criterion 1.1 the learner needs to **agree** a suitable project (a practical activity or a piece of research) with the assessor or supervisor. Evidence may be an assessor statement.

For 1.2 the learner needs to **list** the stages involved in the project.

For 1.3 the learner needs to **agree** a timescale for the activities ie with the assessor or supervisor.

For 1.4 the learner needs to **agree** the plan with a suitable person ie assessor or supervisor.

Evidence for 1.2 to 1.4 may be a detailed project plan signed by the learner and assessor.

For criterion 2.1 the learner needs to **follow** the project plan agreed in 1.4. Evidence may be a learner statement, annotated photos or a diary and an assessor observation or witness statement.

For 2.2 the learner needs to **review** progress with a suitable person ie tutor or supervisor. Evidence may be a written review record.

For 2.3 the learner needs to **complete** the project. Evidence may include the project outcome eg the completed piece of research or artefact, an assessor statement and/or a video, photo or audio recording.

For criterion 3.1 the learner needs to **state** what went well. This could be orally or in writing.

For 3.2 the learner needs to **state** what did not go well. This could be orally or in writing.

Evidence for 3.1 and 3.2 may be a learner statement or review record.

## Unit 320 Enterprise activity

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | T/506/3115   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 3  |
| <b>GLH:</b>          | 28   |
| <b>Aim:</b>          | 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.   |
| <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>321</b> Entry 3 Community project</li> <li>• <b>419</b> Level 1 Enterprise activity: Producing a product or service</li> <li>• <b>421</b> Level 1 Community project</li> </ul> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Be able to plan to an enterprise activity.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 choose an enterprise activity<br>1.2 identify when and where to have the enterprise activity<br>1.3 identify what needs to be done<br>1.4 list the equipment and materials needed<br>1.5 advertise the enterprise activity. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Be able to carry out an enterprise activity. |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 undertake the enterprise activity safely.    |



|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Be able to review an enterprise activity.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 identify an aspect of the activity that went well<br>3.2 identify an aspect of the activity that did not go well<br>3.3 identify an improvement that could be made to the activity. |

**Guidance and Evidence**

Evidence for 1.1 to 1.4 could be a plan for the activity.

Evidence for 1.5 could be a poster, leaflet or audio recording.

Evidence for 2.1 is likely to be an assessor or witness statement. This may be supported by a candidate statement, peer statements and photographic evidence.

Evidence for 3.1 to 3.3 could be gathered during a review with an assessor or could be a learner statement.

For criterion 1.1 the learner needs to choose an enterprise activity. The activity can be a group or solo activity and can be chosen from a range of activities suggested by their assessor or group. If this is a group activity the learner should choose an enterprise activity and support their choice in a group discussion. It does not matter if the learner's choice was not chosen by the group. The choice of activity should be agreed with the assessor.

For 1.2 the learner needs to identify when and where to have the enterprise activity. If this is a group activity the learner should identify when and where to have the enterprise activity and support their choice in a group discussion. It does not matter if the learner's choice was not chosen by the group.

For 1.3 the learner needs to identify what needs to be done for the agreed activity.

For 1.4 the learner needs to list the equipment and materials needed for the agreed activity.

For 1.5 the learner needs to advertise the enterprise activity.

For criterion 2.1 the learner needs to undertake the enterprise activity safely.

For criterion 3.1 the learner needs to identify at least one aspect of the activity that went well.

For 3.2 the learner needs to identify at least one aspect of the activity that did not go well.

For 3.3 the learner needs to identify at least one improvement that could be made to the activity.

## Unit 321

## Community project

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | M/501/6942  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 3   |
| <b>GLH:</b>          | 24  |
| <b>Aim:</b>          | The aim of this unit is to help the learner to plan, carry out and review a community project.  |
| <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>320</b> Entry 3 Enterprise activity</li><li>• <b>419</b> Level 1 Enterprise activity-producing a product or service</li><li>• <b>421</b> Level 1 Community project</li></ul> |

### Learning outcome

The learner will:

1. Be able to agree a suitable community project.

### Assessment criteria

The learner can:

- 1.1 list options for a community project
- 1.2 agree a suitable community project.

### Learning outcome

The learner will:

2. Be able to plan a suitable community project.

### Assessment criteria

The learner can:

- 2.1 list who will do what
- 2.2 agree a suitable time frame
- 2.3 list any equipment and materials needed
- 2.4 identify any help needed
- 2.5 agree a suitable plan (with team members if working in a team).

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Be able to contribute to a risk assessment for the project.                     |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 list possible risks and hazards<br>3.2 plan how to reduce any risks or hazards. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>4. Follow the project plan.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>4.1 carry out the tasks identified in the plan<br>4.2 review progress with tutor (and team members if working in a team)<br>4.3 revise plan as necessary<br>4.4 work safely. |

|  |
|--|
| The learner will:<br>5. Review the project.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>5.1 list what went well<br>5.2 list what could have been improved. |

### Guidance and Evidence

This unit focuses on carrying out a community project.

The length and scope of the project will depend on the time and resources available. The tutor/supervisor will need to ensure all aspects of the project are safe and legal.

For criterion 1.1 the learner needs to **list** options for a community project eg decorating a community centre, clearing an overgrown play area.

For 1.2 the learner must **agree** a suitable community project ie a project that is feasible within constraints such as skill level and time. The project must be agreed with the assessor or supervisor.

Evidence for 1.1 and 1.2 may be a learner statement supported by annotated or highlighted documentation signed by the assessor and learner.

For criterion 2.1 the learner needs to **list** who will do what.

For 2.2 the learner needs to **agree** a suitable timeframe. This will depend on the type of project and the time available.

For 2.3 the learner needs to **list** any equipment and materials needed.

For 2.4 the learner needs to **identify** any help needed. This may be from the assessor, supervisor or another person.

Evidence for 2.1 to 2.4 may be a learner statement supported by annotated or highlighted documentation signed by the assessor or an assessor record of discussion and/or questioning.

For 2.5 the learner needs to **agree** a suitable plan. This will be with the assessor or supervisor. Evidence should be the project plan with annotations to show agreement from the assessor/supervisor.

For criterion 3.1 the learner needs to **list** possible risks and hazards.

For 3.2 the learner needs to **plan** how to reduce any risks and/or hazards eg health and safety hazards and risks, risks relating to availability of time, tools and materials etc. Learners should not be asked to carry out risk assessments.

Evidence for 3.1 and 3.2 may be a learner statement or an assessor record.

For criterion 4.1 the learner needs to **carry out** the tasks identified in the plan. Evidence may be a learner statement or diary and/or an assessor observation or a witness statement.

For 4.2 the learner needs to **review** progress with team members and/or the assessor or supervisor. Evidence may be a written review record.

For 4.3 the learner needs to **revise** the plan as necessary. There may be a number of reasons for revisions eg lack of progress, others not meeting deadlines. Any amendments should be agreed with the assessor. Evidence may be an annotated plan.

For 4.4 the learner needs to **work safely** ie follow the organisation's health and safety procedures and use Personal Protective Equipment (PPE) if appropriate. Evidence may be a witness statement or an assessor observation.

For criterion 5.1 the learner needs to **list** what went well.

For 5.2 the learner needs to **list** what could have been improved.

Evidence for 5.1 and 5.2 may be a learner statement and/or a written review record.

## Unit 322

## Effective speaking for the workplace

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | R/505/4650  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 16  |
| <b>Aim:</b>          | 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.  |
| <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>204</b> Entry 2 Effective communication</li><li>• <b>304</b> Entry 3 Effective communication</li><li>• <b>315</b> Entry 3 Effective written communication for the workplace</li><li>• <b>404</b> Level 1 Effective communication</li><li>• <b>504</b> Level 2 Communicating with others in the workplace</li></ul> |

### Learning outcome

The learner will:

1. Know why it is important to speak effectively at work.

### Assessment criteria

The learner can:

- 1.1 describe why it is important to speak effectively in the workplace
- 1.2 describe why confidence is important to speaking effectively in workplace.

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Be able to use language appropriate to a face to face situation in the workplace.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 describe the difference between <b>formal</b> and <b>informal language</b><br>2.2 speak formally or informally as appropriate to the situation<br>2.3 identify ways to show politeness when speaking to others in the workplace<br>2.4 state the importance of positive body language in a face to face situation. |

|  |
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| <b>Range</b>   |
| 2.1 <b>formal language</b> – structured, addressing people correctly.<br>2.1 <b>informal language</b> – using slang. |

|  |
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| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to make and receive a telephone call in the workplace.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 identify the differences between a face to face and telephone conversation<br>3.2 suggest ways to address some of the differences<br>3.3 make a formal telephone call<br>3.4 answer a telephone call in the workplace. |

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| <b>Learning outcome</b>   |
| The learner will:<br>4. Be able to contribute to conversations and discussions in the workplace.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 make relevant comments and suggestions<br>4.2 ask and answer straightforward questions<br>4.3 volunteer positive ideas or opinions. |



## Unit 322

# Effective speaking for the workplace

## Supporting information

### Guidance and Evidence

For 2.2 Evidence could be a witness statement.

For 3.1 Evidence can be given orally or in writing.

For 3.3 and 3.4 Evidence is likely to be an assessor or witness statement and may include an audio recording.

For criterion 4.1 the learner needs to take part in at least one conversation or discussion in the workplace and make at least one relevant comment and at least one suggestion.

For 4.2 the learner needs to take part in at least one conversation or discussion in the workplace. The learner needs to ask at least one straightforward question and answer at least one straightforward question.

For 4.3 the learner needs to take part in at least one conversation or discussion in the workplace. The learner needs to volunteer at least one positive idea or opinion.

Evidence for 4.1 to 4.3 is likely to be a witness or assessor statement.

For criterion 1.1 the learner needs to describe why it is important to speak effectively in the workplace. This description can be given orally or in writing.

For 1.2 the learner needs to describe why confidence is important to speaking effectively in workplace. This description can be given orally or in writing.

For criterion 2.1 the learner needs to describe the difference between **formal** and **informal language**. This description can be given orally or in writing.

For 2.2 the learner needs to speak formally or informally as appropriate to the situation. The learner needs to use language appropriate for a face to face situation.

For 2.3 the learner needs to identify ways to show politeness when speaking to others in the workplace. The learner can refer to their own performance in 2.2 or give other examples.

For 2.4 the learner needs to state the importance of positive body language in a face to face situation. The learner can refer to their own performance in 2.2 in their statement or give other examples.

For criterion 3.1 the learner needs to identify at least two differences between a face to face and telephone conversation.

For 3.2 the learner needs to suggest ways to address at least two of the differences identified in 3.1

For 3.3 the learner needs to make a formal telephone call suitable for a workplace setting.

For 3.4 the learner needs to answer a telephone call in a workplace setting.

## Unit 323

## Attitudes and values for personal development

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | T/505/4642  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 1   |
| <b>GLH:</b>          | 10  |
| <b>Aim:</b>          | The aim of this unit is to help the learner understand the importance of personal attitudes and values. The learner will be assisted to recognise and build on personal strengths.  |
| <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>425</b> Level 1 Effective skills, qualities and attitudes for learning for and work</li><li>• <b>502</b> Level 2 Effective skills, qualities and attitudes for learning and work</li></ul> |

### Learning outcome

The learner will:

1. Understand the importance of personal attitudes and values.

### Assessment criteria

The learner can:

- 1.1 state what an attitude is
- 1.2 state what a value is
- 1.3 state the importance of own and others values
- 1.4 identify own values and attitudes
- 1.5 state how values and attitudes can influence personal success.

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| <b>Learning outcome</b>   |
| The learner will:<br>2. Understand how to develop personal strengths.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 state the importance of adaptability and flexibility<br>2.2 state the importance of motivation<br>2.3 state the importance of commitment<br>2.4 state the importance of resilience<br>2.5 review own personal strengths<br>2.6 create an action plan to develop <b>personal strengths</b> . |
| <b>Range</b>  |
| 2.6 <b>personal strengths</b> – adaptability, flexibility, motivation, commitment, resilience.  |

**Guidance and Evidence**

Evidence for 1.3 to 1.5 could be a candidate statement. This may be given orally or in writing.

For criterion 1.1 the learner needs to state what an attitude is. They can define or explain this orally or in writing.

For 1.2 the learner needs to state what a value is. They can define or explain this orally or in writing.

For 1.3 the learner needs to state the importance of own and others' values. The learner should recognise that people may have different values and that values are important to people.

For 1.4 the learner needs to identify some of their own values and attitudes. Attitudes can be positive and negative.

For 1.5 the learner needs to state how values and attitudes can influence personal success. The learner may benefit from considering their own values and attitudes, as identified in 1.4, and how these can influence their own personal success.

For criterion 2.1 the learner needs to state the importance of adaptability and flexibility. They could give an example, eg be able to respond appropriately to changing circumstance, and say why this is important for learning or work.

For 2.2 the learner needs to state the importance of motivation in relation to learning or work. They could give an example and say why this is important for learning or work.

For 2.3 the learner needs to state the importance of commitment for learning or work. They could give an example and say why this is important for learning or work.

For 2.4 the learner needs to state the importance of resilience. They could give an example and say why this is important for learning or work.

For 2.5 the learner needs to review their own personal strengths with an appropriate person. Although this should be a positive exercise, the learner should identify at least two areas for improvement.

For 2.6 the learner needs to create an action plan to develop their personal strengths identified in 2.5. The plan should be achievable and be agreed with an appropriate person.

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | K/506/2785   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 1  |
| <b>GLH:</b>          | 10   |
| <b>Aim:</b>          | The aim of this unit is to introduce learners to a range of leisure activities |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Be able to recognise different types of leisure activities. |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 identify <b>leisure activities</b> .                        |

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| <b>Range</b>   |
| 1.1 <b>leisure activities</b> – challenging, relaxing etc. |

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|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. Be able to take part in leisure activities.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 take part in a challenging activity<br>2.2 review a challenging activity<br>2.3 take part in a relaxing activity<br>2.4 review a relaxing activity. |

#### Guidance and Evidence

For criterion 1.1 the learner must **identify** leisure activities eg sport, social, family, clubs, hobbies and interests. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 2.1 the learner must **take part** in a challenging activity eg an activity that has not been done before, overcomes fears, pushes the limits of ability. Evidence may be a written or verbal learner statement with an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 2.2 the learner must **review** a challenging activity eg outline the activity and then identify aspects that were and were not enjoyed and/or aspects that went well and not so well. Evidence may be a written or verbal learner statement.

For criterion 2.3 the learner must **take part** in a relaxing activity eg outside of work/college/place of study, in own leisure time, to reduce stress, promote well-being. Evidence may be a written or verbal learner statement **with** an assessor record, witness statement by an appropriate person, video or photographs.

For criterion 2.4 the learner must **review** a relaxing activity eg outline the activity and then identify aspects that were and were not enjoyed and if the activity helped to promote relaxation. Evidence may be a written or verbal learner statement.

The learner must take part in a challenging and relaxing activity, which appeals to their own lifestyle choices.

## Unit 325

## Recognise the benefits of leisure time

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | R/506/2652   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 1  |
| <b>GLH:</b>          | 10   |
| <b>Aim:</b>          | The aim of this unit is to recognise the benefits of leisure time. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand the meaning of leisure time.     |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 define the meaning of <b>leisure time</b> . |

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| <b>Range</b>   |
| <b>1.1 leisure time</b> – time spent with friends and/or family, following a hobby, playing sport/games or time alone etc. |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Be able to recognise leisure time activities.                            |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 list leisure time activities<br>2.2 identify time available for leisure. |



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| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to recognise the benefits of leisure time. |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 outline the <b>benefits of leisure time</b> .      |

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| <b>Range</b>   |
| <b>3.1 benefits of leisure time</b> – health, social life, family life, learning new skills etc. |

## Unit 325

# Recognise the benefits of leisure time

## Supporting information

### Guidance and Evidence

For criterion 1.1 the learner must **define** the meaning of leisure time, eg use of free time for enjoyment, time spent with friends and/or family, following a hobby, playing sport/games or time alone. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 2.1 the learner must **list** leisure time activities, eg socialising with family and friends, volunteering, hobbies and interests, sport, exercise, outdoor activities, music, computer games, shopping, clubs and societies. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 2.2 the learner must **identify** time available for leisure, eg time not committed to work/study/training or other responsibilities. Evidence may be a written or verbal learner statement, an assessor record, annotated poster, spider diagram, timetable or diary log.

For criterion 3.1 the learner must **outline** the benefits of leisure time, eg achieving a good work/life balance, learning a new skill, reducing stress, meeting new people, healthy lifestyle, more optimistic outlook on life, taking up new hobbies and interests. Evidence may be a written or verbal learner statement, an assessor record or a spider diagram.

## Unit 326

## Plan and make a journey using public transport

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | Y/502/0841   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The learner will be able to plan and make a journey on public transport. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

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|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Be able to plan and make a journey on public transport.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 plan to make a journey<br>1.2 state why a journey should be planned<br>1.3 prepare to make a journey<br>1.4 state why journeys should be made in a responsible fashion<br>1.5 make a journey. |

## Unit 326

# Plan and make a journey using public transport

## Supporting information

### Guidance and Evidence

For this unit, a realistic journey must be taken, and the learner will need to use at least one mode of public transport.

For criterion 1.1 the learner must:

- identify appropriate mode of transport
- establish departure and return times
- identify correct bus stop, railway station and platform or taxi rank.

For criterion 1.2 the learner must give a reason for planning a journey.

For criterion 1.3 the learner must:

- choose and wear clothing appropriate for the weather
- find out the cost of the trip
- take sufficient money to cover the fare and other possible expenditure
- take your mobile phone or correct change for a pay phone
- take phone number of an emergency contact with you
- confirm journey details with driver or transport employee
- buy ticket and check change.

For criterion 1.4 the learner must give a reason for making a journey in a safe and responsible fashion.

For criterion 1.5 the learner must:

- use familiar landmarks to check journey progress, as appropriate
- leave transport safely at destination
- continue journey, as appropriate
- know where to get help if required
- use appropriate language to ask for help if required.

## Unit 327

## Lift and handle safely

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | T/502/0782  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 20  |
| <b>Aim:</b>          | The aim of this unit is to enable the learner to lift, handle and move objects and material correctly and safely. |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | None  |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Be able to lift, handle and move objects and materials.         |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 prepare to lift items<br>1.2 lift and move <b>items</b> safely. |

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| <b>Range</b>  |
| 1.2 <b>items</b> – sack, bag, large box, small heavy object, loose materials but shovel (eg sand or soil), concrete blocks, bricks, sack barrow, wheel barrow, dustbin, wheelie bin, etc. |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Know why objects should be lifted safely.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 state the dangers of lifting objects<br>2.2 state the dangers of using incorrect body postures/positions for lifting and moving objects. |

## Unit 327

## Lift and handle safely

### Supporting information

#### Guidance and Evidence requirements

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.

For criterion 1.1 the learner must choose and wear personal protective clothing.

For criterion 1.2 the learner must recognise **four** items to be lifted or moved, they must then:

- adopt the correct body position to lift or move items safely
- lift or move items safely using correct technique
- clean and store personal protective clothing
- wash and dry hands

For criterion 2.1 the learner must state the dangers of lifting objects incorrectly.

For criterion 2.2 the learner must state the dangers of using incorrect body postures/positions for lifting and moving objects.

## Unit 328

## Wax and polish a motor car or van

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | D/502/0761   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 3  |
| <b>GLH:</b>          | 30   |
| <b>Aim:</b>          | The aim of this unit is ensure the leaner can wax and polish a vehicle correctly and safely. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

### Learning outcome

The learner will:

1. Be able to wax and polish a motor car or van.

### Assessment criteria

The learner can:

- 1.1 recognise **vehicle** to be waxed and polished
- 1.2 recognise the **main external parts** of a vehicle
- 1.3 prepare cleaning materials
- 1.4 carry out activities to wax and polish a vehicle
- 1.5 give a reason for following manufacturer's instructions
- 1.6 state why the vehicle needs to be free from dirt
- 1.7 give a reason for using soft cloths
- 1.8 state why the correct cleaning materials should be used for different parts of the vehicle
- 1.9 use, clean and store PPE safely.

### Range

- 1.1 **vehicle** – car or van
- 1.2 **main external parts**: roof, wings, doors, bonnet, boot lid, bumpers, wheels.

## Unit 328

## Wax and polish a motor car or van

### Supporting information

#### Guidance and Evidence

This unit only covers the waxing/polishing of a motor vehicle. The vehicle should be cleaned in preparation for this unit. The learner should choose and wear personal protective clothing.

For criterion 1.1 the learner must recognise the vehicle, car or van, to be waxed and polished.

For criterion 1.2 the learner must recognise all of the following main external parts:

- roof
- wings
- doors
- bonnet
- boot lid
- bumpers
- wheels.

For criterion, 1.3 the learner must recognise and collect the following cleaning materials:

- waxing and polishing cloths
- wax polish (liquid or solid).

For criterion 1.4 the learner must:

- check that the vehicle is clean and free from dirt
- apply polish as recommended by the manufacturer
- remove/buff the polish as recommended by the manufacturer
- clean the bumpers and wheels using the recommended cleaning materials and following the manufacturers instructions
- check that all surfaces have been treated as appropriate.

For criterion 1.5 the learner must state a reason for following manufacturer's instructions.

For criterion 1.6 the learner must state a reason for checking that the vehicle is clean and free from dirt.

For criterion 1.7 the learners must state a reason for using soft cloths for applying and removing wax and polish.

For criterion 1.8 the learner must state a reason for using the correct cleaning materials for different parts of the vehicle.



For criterion 1.9 the learner must:

- clean and tidy work area
- clean and store personal protective clothing
- wash and dry hands thoroughly.

## Unit 329

## Remove check and replace a wheel on a motor car or van

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | H/502/0762  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 20  |
| <b>Aim:</b>          | The aim of this unit is to ensure that the learner can remove, check and replace a wheel on a vehicle correctly and safely. |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | None  |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Be able to check and replace a wheel on a motor car or van.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 recognise tools and equipment and check for safety to use<br>1.2 give a reason for slackening wheel nuts before jacking up<br>1.3 give a reason for using axle stands<br>1.4 give a reason for using chocks<br>1.5 remove wheel from vehicle<br>1.6 check wheel for condition<br>1.7 state why wheels need to be checked for condition<br>1.8 replace wheel on vehicle<br>1.9 use, clean and store PPE safely. |

## Unit 329

# Remove check and replace a wheel on a motor car or van

## Supporting information

### Guidance and Evidence

For this unit the vehicle must be raised, secured and lowered by a suitably qualified other person. The learner is only required to change the wheel once the vehicle has been secured, they must also choose and wear personal protective clothing.

For criterion 1.1 the learner must recognise all the following tools and equipment to be used:

- Jack
- axle stand
- wheel chocks
- wheel brace
- hub cap removing device
- tyre pressure gauge
- tyre tread gauge

For criterion 1.2 the learner must state a reason for slackening wheel nuts before jacking up vehicle.

For criterion 1.3 the learner must state a reason for using axle stands.

For criterion 1.4 the learners must state a reason for using chocks against wheels remaining on the ground.

For criterion 1.5 the learner must:

- recognise wheel to be removed
- remove hub cap using correct device
- slacken wheel nuts slightly
- visual check that it is safe to continue
- remove the wheel nuts and store safely
- remove the wheel

For criterion 1.6 the learners must check the tyre for:

- uneven wear
- damage (splits and cracks)
- tread depth
- pressure

For criterion 1.7 the learner must state a reason for checking tyre condition.

For criterion 1.8 the learner must:

- replace wheel on vehicle and hold in place with 'hand tight' wheel nuts
- tighten the wheel nuts to correct torque
- replace hub cap

For criterion 1.9 the learner must:

- clean and tidy work area
- clean and store personal protective clothing
- wash and dry hands thoroughly.

## Unit 330

## Check and maintain levels of fluids in a motor car or van

|                      |                   |
|----------------------|-------------------|
| <b>UAN:</b>          | M/502/0764        |
| <b>Level:</b>        | Entry 3           |
| <b>Credit value:</b> | 2                 |
| <b>GLH:</b>          | 20                |
| <b>Assessment:</b>   | Learner portfolio |
| <b>Barring:</b>      | None              |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Be able to check and maintain the levels of fluids in a motor car or van.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 recognise <b>fluids</b> and <b>fluid reservoirs</b><br>1.2 carry out activities to check and maintain levels of fluids<br>1.3 give a reason for checking that fluid used is correct grade and type<br>1.4 give a reason for replacing reservoir caps securely<br>1.5 use, clean and store PPE safely. |

|   |
|---|
| <b>Range</b>  |
| 1.1 <b>fluids and fluid reservoirs</b> – engine oil, coolant, brake fluid, clutch fluid, power steering fluid, windscreen wash fluid. |

|   |
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| <b>Learning outcome</b>   |
| The learner will:<br>2. Know why fluid levels require checking and maintaining.                           |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 give a reason for checking fluid levels<br>2.2 state why levels need maintaining. |

## Unit 330

# Check and maintain levels of fluids in a motor car or van

## Supporting information

### Guidance and Evidence

This can be carried out as part of routine servicing of the vehicle. Where specific oil grades are required, guidance should be given to the learner.

Normally the learner would check and maintain oil, screenwash and one other but this can be varied if some of the reservoirs are inaccessible.

For criterion 1.1 the learner must recognise three of the fluids and fluid reservoirs listed in the range.

For criterion 1.2 the learner will:

- recognise engine oil dipstick
- recognise maximum and minimum fluid levels (as appropriate)
- remove dipstick from engine
- wipe dry with paper towel or cloth
- insert dipstick into engine
- remove dipstick, check oil level
- top up with correct oil to 'maximum' level as appropriate
- top up to correct level with correct fluid
- check windscreen washer bottle level
- add correct quantity of screenwash
- top up to correct level with clean water
- check and maintain fluid level in one other reservoir
- check that all reservoir/container filler caps are replaced securely
- check that engine oil dip stick is replaced firmly.

For criterion 1.3 the learner must state a reason for checking that fluid used is correct grade and type.

For criterion 1.4 the learner must state a reason for replacing reservoir caps securely.

For criterion 1.5 the learner must:

- clean and tidy work area
- clean and store personal protective clothing
- wash and dry hands thoroughly.

For criterion 2.1 the learner must state a reason for checking fluid levels.

For criterion 2.2 the learner must state a reason for topping up fluid levels.

## Unit 331

## Check and maintain lights on a motor car or van

|                      |                   |
|----------------------|-------------------|
| <b>UAN:</b>          | A/502/0766        |
| <b>Level:</b>        | Entry 3           |
| <b>Credit value:</b> | 2                 |
| <b>GLH:</b>          | 20                |
| <b>Assessment:</b>   | Learner portfolio |
| <b>Barring:</b>      | None              |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Be able to check and maintain lights on a motor car or van.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 recognise lights on a vehicle<br>1.2 check lights for correct functioning<br>1.3 give a reason for checking lights are in working order<br>1.4 give a reason for replacing non-functioning bulbs<br>1.5 maintain lights on a vehicle<br>1.6 give a reason for completing service records accurately<br>1.7 use, clean and store PPE safely. |

## Unit 331

# Check and maintain lights on a motor car or van

## Supporting information

### Guidance and Evidence

Any vehicle with standard lights for road use is appropriate. Tutor can assist with checking function of lights by operating the switches if required. The vehicle should be 'rigged' so that at least one bulb requires replacement.

For criterion 1.1 the learner must recognise all the following lights:

- head lamp
- side light
- indicator
- rear brake lights
- rear lights
- rear high intensity fog warning lights
- rear license plate lights
- reversing lights.

For criterion 1.2 the learner must:

- check that each light is functioning correctly
- switch on/off each light using correct procedures
- recognise bulb that requires replacing.

For criterion 1.3 the learner must give a reason for checking that all lights are in working order.

For criterion 1.4 the learner must give a reason for replacing non-functioning bulbs.

For criterion 1.5 the learner must:

- remove light lens/bulb cover and store safely
- remove bulb from socket
- choose and check that replacement bulb is correct
- replace bulb in socket
- check that it is in working order
- replace light lens/bulb cover securely.

For criterion 1.6 the learner must give a reason for completing service records accurately.

For criterion 1.7 the learner must:

- clean and tidy work area
- clean and store personal protective clothing
- wash and dry hands thoroughly.



## Unit 332

## Replace spark plugs

|                      |                   |
|----------------------|-------------------|
| <b>UAN:</b>          | J/502/0768        |
| <b>Level:</b>        | Entry 3           |
| <b>Credit value:</b> | 1                 |
| <b>GLH:</b>          | 10                |
| <b>Assessment:</b>   | Learner portfolio |
| <b>Barring:</b>      | None              |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Be able to replace spark plugs.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 recognise tools and equipment and check for safety to use<br>1.2 carry out activities to replace spark plugs<br>1.3 give a reason for replacing a spark plug correctly<br>1.4 give a reason for replacing the ignition lead(s) correctly<br>1.5 use, clean and store PPE safely. |

**Guidance and Evidence**

Any spark ignition engine can be used for this assessment.

For ease of access it is acceptable for the assessment to take place on an engine removed from the vehicle but recognition of spark plug position should be done with engine in place.

For criterion 1.1 the learner must recognise the following tools and equipment and check they are safe to use:

- spark plug(s)
- plug spanner
- feeler gauge
- new spark plugs.

For criterion 1.2 the learner must carry out the following activities:

- remove ignition lead(s) from spark plug as appropriate
- choose and check that plug spanner fits spark plug correctly
- remove spark plug correctly
- inspect condition of spark plug
- check the spark plug gap of new spark plugs
- check spark plug hole in cylinder head is clean
- place new spark plug(s) in cylinder head and tighten correctly
- replace ignition lead(s) correctly
- start engine and check that it is running smoothly.

For criterion 1.3 the learner must give a reason for:

- replacing a spark plug
- setting the spark plug gap correctly
- checking that the spark plug hole in the cylinder head is clean

For criterion 1.4 the learner must give a reason for replacing the ignition lead(s) correctly.

For criterion 1.5 the learner must:

- clean and tidy work area
- clean and store personal protective clothing
- wash and dry hands thoroughly.

|                      |                   |
|----------------------|-------------------|
| <b>UAN:</b>          | H/506/2817        |
| <b>Level:</b>        | Entry 3           |
| <b>Credit value:</b> | 1                 |
| <b>GLH:</b>          | 10                |
| <b>Assessment:</b>   | Learner portfolio |
| <b>Barring:</b>      | None              |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Know the main outlets in the hospitality industry.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 give examples of different types of outlets in the hospitality industry<br>1.2 give examples of the types of services offered within the hospitality industry. |

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| <b>Learning outcome</b>   |
| The learner will:<br>2. Know the job opportunities within the hospitality industry.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 list the job roles that are available in the hospitality industry<br>2.2 identify a range of job opportunities available in the hospitality industry. |

## Unit 333

# Introduction to the hospitality industry

## Supporting information

### Guidance and Evidence

For this unit, learners receive a general introduction to the hospitality industry including:

- food preparation and cooking
- food and drinks services
- accommodation services
- guest services.

Learners will be expected to achieve this unit in an appropriate working context.

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | J/506/8089   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The aim of this unit is to introduce the learner to some of the key aspects of working life and what it means to be an employee. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

### Learning outcome

The learner will:

1. Know the types of employers in the local area.

### Assessment criteria

The learner can:

- 1.1 identify employers from different **sectors** in the local area
- 1.2 identify the employers' main area of business
- 1.3 identify how employers make money or are **funded**.

### Range

#### 1.1 Sectors:

Service sector: fast food chain, hair and beauty, fitness facilities, hotel.

Manufacturing sector: cars, car parts, shipping, technology, building.

Public sector: police, fire, ambulance, fire service, local government, NHS.

Private sector: run by private individuals or groups.

- 1.2 **Funded:** charity, government, donations, sponsorship.

### Learning outcome

The learner will:

2. Understand employer's expectations.

### Assessment criteria

The learner can:

- 2.1 list the **expectations:** employers may have of their employees
- 2.2 give a reason why the expectations of employers are important.

### Range

- 2.1 **Expectations:** where an employer has confidence an employee has or can do something.

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| <b>Learning outcome</b>   |
| The learner will:<br>3. Be able to relate employer expectations to own activities.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 identify an activity that could meet an employers expectations<br>3.2 give reasons why it is important to meet employer expectations. |

#### Guidance and Evidence

For criterion 1.1 the learner must **identify one** employer from each of the following sectors in the local area a) service sector, b) manufacturing sector and c) public and private sectors. Evidence may be a written or verbal learner statement, an assessor record, table or poster.

For criterion 1.2 the learner must **identify** the main area of business for each of the employers.

Evidence may be a written or verbal learner statement, an assessor record, table or poster

For criterion 1.3 the learner must **identify** how one of these employers makes money or is funded. Evidence may be a written or verbal learner statement, an assessor record or poster.

For criterion 2.1 the learner must **list** at least **two** expectations employers would have of their employees eg good timekeeping, qualifications, appropriate dress, honesty, reliability, motivation. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or poster

For criterion 2.2 the learner must **give** a reason why one of these expectations is important eg to maintain standards, to have trustworthy employees, make sure people have the right qualifications, to give a good impression to clients, fulfil health and safety regulations. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 3.1 the learner must **identify** an activity they have done that could meet an employer expectation eg arrive at work on time, gain a particular qualification, wear appropriate dress, work overtime. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 3.2 the learner must **give one** reason why it is important to meet employer expectations eg keep their job, gain promotion, be trusted. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

## Unit 335

## Environmental awareness

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|----------------------|---|
| <b>UAN:</b>          | T/506/8881  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 20  |
| <b>Aim:</b>          | The aim of this unit is to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.                           |
| <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>219</b> Entry 2 Environmental awareness</li><li>• <b>439</b> Level 1 Environmental awareness</li></ul> |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Demonstrate an awareness of how the actions of humans affect the environment.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 give examples of human behaviours which harm the environment<br>1.2 give examples of human behaviours which help the environment. |

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| <b>Learning outcome</b>   |
| The learner will:<br>2. Demonstrate an understanding of environmental issues which affects own life.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 identify different types of environmental <b>issues</b> which are relevant to them<br>2.2 identify the effects that these <b>issues</b> have on their life. |

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| <b>Range</b>   |
| 2.1 and 2.2 <b>issues include:</b> domestic, personal. |



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| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to take part in an activity to improve the environment.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 identify an activity that to improve the environment in own local area<br>3.2 take part in an activity to improve the environment in own local area. |

**Guidance and Evidence**

For criteria 1.1 the learner needs to **give examples** of at least two human behaviours which harm the environment. These might include 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 examples** of at least two human behaviours which help 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 two** different types of environmental issue which are relevant to their life. Examples of domestic issues might include: using fossil fuels, recycling waste and turning off appliances and examples of personal issues might include: 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 that the issues identified in 2.1 have 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 **identify** an activity that they can carry out 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, a 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 336

## Introduction to drug and alcohol awareness

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|----------------------|---|
| <b>UAN:</b>          | A/506/8882  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 20  |
| <b>Aim:</b>          | The aim of this unit is to give the learner an understanding of the harmful effects of alcohol and drugs misuse.  |
| <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>442</b> Level 1 Introduction to alcohol awareness</li><li>• <b>444</b> Level 1 Introduction to drug awareness</li><li>• <b>525</b> Level 2 Drug awareness</li><li>• <b>526</b> Level 2 Alcohol awareness</li></ul> |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Know the difference between soft drinks and alcoholic drinks. |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 outline the difference between soft and alcoholic drinks.     |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Know the difference between legal and illegal drugs.                                     |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 give an example of a <b>legal</b> drug<br>2.2 give an example of an <b>illegal</b> drug. |

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| <b>Range</b>   |
| 2.1 <b>Legal:</b> not breaking the law.<br>2.2 <b>Illegal:</b> breaking the law. |

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| <b>Learning outcome</b>   |
| The learner will:<br>3. Understand the effects of drug misuse.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 give examples of drug <b>misuse</b><br>3.2 give examples of the <b>impact</b> of drug <b>misuse</b> . |

|  |
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| <b>Range</b>   |
| 3.1 and 3.2 <b>Misuse:</b> excessive use and use for the wrong purpose.<br>3.2 <b>Impact:</b> self and others. |

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| <b>Learning outcome</b>   |
| The learner will:<br>4. Understand the effects of alcohol misuse.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 give examples of alcohol <b>misuse</b><br>4.2 give examples of the <b>impact</b> of alcohol <b>misuse</b> . |

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| <b>Range</b>   |
| 4.1 and 4.2 <b>Misuse:</b> excessive use and use for the wrong purpose.<br>4.2 <b>Impact:</b> self and others. |

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| <b>Learning outcome</b>  |
| The learner will:<br>5. Know where to get help, advice and information to combat drug and/or alcohol misuse.                       |
| <b>Assessment criteria</b>   |
| The learner can:<br>5.1 give examples of where you can get support, advice and treatment to help overcome drug and alcohol misuse. |

**Guidance and Evidence**

For criterion 1.1 the learner must outline the difference between soft and alcoholic drinks e.g. soft drink – one that does not contain any alcohol such as lemonade, coke, milk, alcoholic drink – one which contains alcohol such as wine, whisky, vodka. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, images with text.

For criterion 2.2 the learner must give examples of legal drugs e.g. paracetamol, aspirin, antibiotics, tobacco and alcohol (if of the correct age). Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For criterion 2.3 the learner must give examples of illegal drugs e.g. cannabis, heroin, marijuana, amphetamines, cocaine, ecstasy. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For criterion 3.1 the learner must give examples of drug misuse e.g. physical effects panic and paranoia, loss of co-ordination, hallucinations. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For criterion 3.2 the learner must give examples of the impact of drug misuse e.g. on self-health issues, loss of motivation, poor performance at work or school. Others – friends, family relationships. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

For criterion 4.1 the learner must give examples of alcohol misuse e.g., health. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 4.2 the learner must give examples of the impact of alcohol misuse e.g. on family, friends and relationships. Evidence may be a written or verbal learner statement, an assessor record, mind map.

For criterion 5.1 the learner must give examples of where you can get support, advice and treatment to help overcome drug and alcohol misuse e.g. Drinkline, Addaction, Alcoholics Anonymous, Al-Anon, Alcohol Concern, NHS Choices, ADFAM, National Association for Children of Alcoholics, Alcohol Focus Scotland, Talk to Frank, Samaritans and local support services. Evidence may be a written or verbal learner statement, an assessor record, mind map, images with text.

## Unit 337

## Dealing with problems in daily life

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|----------------------|---|
| <b>UAN:</b>          | A/506/8090  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 20  |
| <b>Aim:</b>          | The aim of this unit is to introduce the learners to problem solving and help to develop skills to tackle problems in daily life.   |
| <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>220</b> Entry 3 Dealing with problems in daily life</li><li>• <b>430</b> Level 1 Dealing with problems in daily life</li></ul> |

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| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand how to recognise a straightforward problem.                                    |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 identify a <b>straightforward</b> problem<br>1.2 share ideas of ways to tackle a problem. |

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| <b>Range</b>  |
| 1.1 <b>Straightforward:</b> simple, uncomplicated, high likelihood of being solved. |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Understand how to tackle a problem.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 identify a way to tackle the problem<br>2.2 give examples of where to get <b>advice</b><br>2.3 carry out activities to tackle the problem. |

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|---|
| <b>Range</b>  |
| 2.2 <b>Advice</b> information on what or how to do something. |

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| <b>Learning outcome</b>  |
| The learner will<br>3. Be able to review own progress in tackling a problem.             |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 identify what went well<br>3.2 identify what did not go so well. |

**Guidance and Evidence**

For criterion 1.1 the learner must **identify** a straightforward problem eg. an obstacle or difficulty that needs resolving in their own daily lives which it is possible for them to resolve. Evidence may be a written or verbal learner statement, an assessor record, a group discussion as long as the learner's contribution is clearly recorded.

For criterion 1.2 the learner must share at least two ideas on approaches they could take to resolve the problem with an appropriate person. Evidence may be a written or verbal learner statement, an assessor record or in a discussion with an appropriate person as long as the learner's contribution is clearly recorded.

For criterion 2.1 the learner must **identify** a way to tackle the problem e.g. find out information, talk to others. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 2.2 the learner must **give examples** of where to get advice eg. line manager, trade union official, charity advice worker, mentor, tutor, tenants association, Citizens Advice Bureau, colleagues, family and friends Evidence may be a written or verbal learner statement, an assessor record, poster or spider diagram.

For criterion 2.3 the learner must **carry out** at least two activities aimed at tackling the problem. Evidence may be a written or verbal learner statement, an assessor record, or a witness statement by an appropriate person or video.

For criterion 3.1 the learner must **identify** what went well e.g. how well they identified the problem at the outset, the time and resources available and the options chosen. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 3.2 the learner must **identify** what did not go so well e.g. how well they identified the problem at the outset, the time and resources available and the options chosen. Evidence may be a written or verbal learner statement or an assessor record.



## Unit 338

## Introduction to developing parenting skills

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | F/506/8091   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 3  |
| <b>GLH:</b>          | 30   |
| <b>Aim:</b>          | The aim of this unit is to give the learner an understanding of the role of a parent and the needs of children in a family unit. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

### Learning outcome

The learner will:

1. Understand the role of a parent in a family unit.

### Assessment criteria

The learner can:

- 1.1 list the main **roles** of the parent in the family unit.

### Range

- 1.1 **Roles:** what a parent is expected to do or be.

### Learning outcome

The learner will:

2. Be able to recognise the rights of children in a family unit.

### Assessment criteria

The learner can:

- 2.1 identify the individual basic **rights** of children within the family.

### Range

- 2.1 **Rights:** something children can expect to get from a family unit.

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| <b>Learning outcome</b>  |
| The learner will:<br>3. Understand the importance of communicating with children.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 give examples of <b>situations</b> in which it is important to listen to children<br>3.2 give examples of choices which could be given to children in given family <b>situations</b> . |

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| <b>Range</b>   |
| <b>Communicating:</b> share information and ideas.<br>3.1 and 3.2 <b>Situations:</b> what is happening at a particular time. |

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| <b>Learning outcome</b>   |
| The learner will:<br>4. Be able to recognise ' <b>difficult</b> ' <b>behaviour</b> and techniques for dealing with it in children of different ages.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 give examples of ' <b>difficult</b> ' <b>behaviour</b> for children of <b>different ages</b><br>4.2 give examples of ways in which a parent could deal with ' <b>difficult</b> ' <b>behaviour</b> . |

|   |
|---|
| <b>Range</b>  |
| 4.1 and 4.2 ' <b>Difficult</b> ' <b>behaviour:</b> acting in a way that is not acceptable.<br>4.1 <b>Different ages:</b> infant, young child, teenager. |

|   |
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| <b>Learning outcome</b>   |
| The learner will:<br>5. Understand how children learn through daily family activities.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>5.1 identify everyday family activities in which children learn<br>5.2 give an example of a practical activity parents and children could do together to help children learn. |

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| <b>Learning outcome</b>   |
| The learner will:<br>6. Understand own needs as a parent.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>6.1 identify own <b>needs</b> as a parent<br>6.2 outline how these <b>needs</b> can be met. |

|   |
|---|
| <b>Range</b>  |
| 6.1 and 6.2 <b>Needs:</b> something that is essential, wanted or important. |

**Guidance and Evidence**

For criterion 1.1 the learner must **list** the main roles of a parent in a family unit. This could include a list of the roles that they carry out as a parent, the roles their parents carry out or the roles they plan to carry out when becoming a parent themselves eg providing protection, support, shelter, financial, nutrition, care, affection, love, friendship, teacher, confidante. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

For criterion 2.1 the learner must **identify** the individual basic rights of children within the family eg shelter, food, love, clothing, education, fair treatment, emotional stability, health care, protection of civil rights, freedom from discrimination, freedom from mental, physical and emotional abuse. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 3.1 the learner must **give** examples of **situations** in which it is important to listen to children. The learner needs to understand how a child may express themselves and how they, as an adult, should support the child in becoming involved in a conversation e.g. when a child is upset, angry, asking questions, after an activity, school, play or at any time they want to impart some news, has a problem, wants to voice an opinion, asks for advice. Evidence may be a written or verbal learner statement, an assessor record, spider diagram. (Role play could be a useful tool here with the assessor taking the part of the child to encourage the learner to use active listening skills.)

For criterion 3.2 the learner must **give** examples of choices which could be given to children in given family situations. eg clothing, food, entertainment, leisure time, contact with family and relatives. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 4.1 the learner must **give** at least one example of 'difficult' behaviour for children of different ages. eg infant – constant crying, young child – temper tantrums, teenager – moods. Evidence may be a written or verbal learner statement, an assessor record, spider diagram.

For criterion 4.2 the learner must **give** examples of ways in which a parent could deal with 'difficult' behaviour eg infant – check not tired, cold, hungry, needs changing, young child – have a star chart for good behaviour, ignore poor behaviour, explain why behaviour is unacceptable, set boundaries and stick to them, teenager – try to talk about issues, take an interest in their activities, spend time with them, give them space, respect their feelings. Evidence may be a written or verbal learner statement, an assessor record, poster or spider diagram.

Criterion 4.1 and 4.2 could be completed together in table format.

For criterion 5.1 the learner must **identify** everyday family activities in which children learn. eg talking, swimming, cooking, cleaning, playing games, going to a park, on a trip, shopping. Evidence may be a written or verbal learner statement, an assessor record, poster or spider diagram.

For criterion 5.2 the learner must **give** an example of a practical activity parents and children could do together to help children learn eg baking a cake, playing board games, counting, interactive games, plan a route for a trip, organise an event. Evidence may be a written or verbal learner statement, an assessor record, poster or spider diagram. The learner also needs to understand the importance of learning through play and this could be a practical activity where the learner designs a play activity for one of the identified life stages and produces this activity as their evidence.

For criterion 6.1 the learner must **identify** own needs as a parent eg time to themselves/appointments, time out with a partner/friends/family, exercise and fitness, nutrition, continuing education, hobbies, work commitments. Evidence may be a written or verbal learner statement, an assessor record, poster or spider diagram.

For criterion 6.2 the learner must **outline** how these **needs** can be met eg organise childcare/babysitter, plan daily routines, plan time out, find exercise facilities with a crèche, plan meals weekly, research college courses, make time for hobbies, talk to boss regarding hours. Evidence may be a written or verbal learner statement, an assessor record, poster or spider diagram.

Criterion 6.1 and 6.2 could be completed together in table format.

## Unit 339

## Parenting awareness

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | J/506/8092   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The aim of this unit is to introduce learners to some of the issues facing new parents and encourage them to identify sources of help and support. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>452</b> Level 1 Parenting awareness</li></ul>  |

### Learning outcome

The learner will:

1. Understand the demands of looking after a baby.

### Assessment criteria

The learner can:

- 1.1 list the ways a new baby can be **emotionally** demanding
- 1.2 list the ways a new baby can be **physically** demanding.

### Range

- 1.1 **Emotionally:** personally feel something eg. happy or worried.
- 1.2 **Physically:** affecting the body eg. actions and activities.

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Know the sources of help and support available for parents.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 list sources of help for new parents<br>2.2 list <b>facilities</b> in local area which support parents with young children<br>2.3 identify ways in which help and support can benefit new parents. |

|  |
|--|
| <b>Range</b>   |
| 2.2 <b>Facilities</b> include: groups or places that offer advice and support. |

|   |
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| <b>Learning outcome</b>   |
| The learner will:<br>3. Know how to protect a baby.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 outline ways a parent can protect a baby against an unsafe <b>situation</b> in the home<br>3.2 outline ways a parent can protect a baby against a health hazard<br>3.3 give examples of when a parent should seek medical advice about a baby's health. |

|   |
|---|
| <b>Range</b>  |
| 3.1 <b>Situation:</b> what is happening at a particular time. |

**Guidance and Evidence**

For criterion 1.1 the learner must **list** at least two ways a new baby can be emotionally demanding eg. stress, anxiety, lack of personal time and freedom, financial concerns, responsibility. Evidence may be a written or verbal learner statement or an assessor record or spider diagram. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For criterion 1.2 the learner must **list** at least two ways a new baby can be physically demanding eg. lack of sleep, 24 hour baby care eg feeding, washing, clothing, nurturing, taking baby on public transport, fitting work schedule. Evidence may be a written or verbal learner statement, an assessor record or spider diagram. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For criterion 2.1 the learner must **list** at least two sources of help for new parents e.g. help with caring for the baby such as health visitor, family and friends, financial help such as maternity grants, child benefit, child tax credits, support networks such as baby/toddler groups, local National Childbirth Trust (NCT) group, breast feeding associations, local Home-Start schemes Evidence may be a written or verbal learner statement, an assessor record or spider diagram. Ideas could be generated through a group discussion as long as the learner's own contribution is clearly recorded.

For criterion 2.2 the learner must **list** at least two facilities in local area which support parents with young children eg. children's centre, health centre, community group. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

For criterion 2.3 the learner must **identify** at least two ways in which help and support can benefit new parents eg. increased income (from child benefit or tax credits), improved self confidence, better feeding or sleep patterns, baby sitting group to give some free time, NCT provide opportunity to talk to other new parents and get advice. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

For criterion 3.1 the learner must **outline** at least two ways a parent can protect a baby against an unsafe situation in the home eg. putting up a stair gate, not leaving baby unattended on a bed, hold and bath a baby correctly, keep away from animals, safety covers for plugs, cupboard locks, store household cleaners out of reach, age appropriate car seat. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.



For criterion 3.2 the learner must **outline** at least two ways a parent can protect a baby against a health hazard eg. sterilising feeding equipment, changing nappies regularly, keep animals away from the baby, Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

For criterion 3.3 the learner must **give** at least two examples of when a parent should seek medical advice about a baby's health eg. when baby has received a knock to the head, a rash that has Meningitis-like symptoms, concern about poor weight gain, prolonged or unusually high temperature, convulsions (fits), anything that is unusual for own baby. Evidence may be a written or verbal learner statement, an assessor record or spider diagram.

## Unit 340 Self-assessment

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | K/506/8098  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 1   |
| <b>GLH:</b>          | 10  |
| <b>Aim:</b>          | The aim of this unit is to introduce the learner to self-assessment. The learner will consider their strengths and weakness, skills and qualities and personal goals. |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>422</b> Leve1 Self assessment and development</li></ul>           |

### Learning outcome

The learner will:

1. Know own strengths and weaknesses

### Assessment criteria

The learner can:

- 1.1 list own **strengths**
- 1.2 list own **weaknesses**
- 1.3 Identify **weaknesses** for improvement.

### Range

1.1 **Strengths:** confidence, hard working attitude, work well in a team, helpful, reliable.

1.2 and 1.3 **Weaknesses:** poor time keeping, lazy, poor organisational skills, lack of communication skills.

**Learning outcome**

The learner will:

2. Know own skills and qualities.

**Assessment criteria**

The learner can:

- 2.1 identify own **skills**
- 2.2 identify own **qualities**
- 2.3 list ways in which own **skills** can be **helpful**
- 2.4 list ways in which own **qualities** can be **helpful**.

**Range:**

2.1 and 2.3 **Skills:** an ability that has been learned.

2.2 **Qualities:** natural characteristics.

2.3 **Helpful:** to themselves or others, in respect of work, learning or personal life.

**Learning outcome**

The learner will:

3. Know about setting goals.

**Assessment criteria**

The learner can:

- 3.1 identify a **long term goal**
- 3.2 identify **short term goals**
- 3.3 identify how **short term goals** may be achieved.

**Range:**

3.1 **Long term goal:** likely to be achieved over one, five or ten years and can relate to work, learning or personal life.

3.2 and 3.3 **Short term goals:** can be achieved in the near future, possibly within a day, a week or a few months and can relate to work, learning or personal life.

**Guidance and Evidence**

For criterion 1.1 the learner must **list** at least **four** strengths eg confidence, hard working attitude, good organisational skills, ability to work well in a team, energetic, motivated, helpful, reliable, ability to communicate well, good interpersonal skills, ability to solve problems, punctual. 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** at least **two** weaknesses eg poor time keeping, lazy, poor organisational skills, lack of communication skills, lack of confidence, unreliable, rude, panicky, dishonest. Evidence may be a written or verbal learner statement, an assessor record, annotated poster or spider diagram.

For criterion 1.3 the learner must **identify two** weaknesses needing improvement eg where they feel they could improve their skills, abilities or the way they communicate or interact with others. Evidence may be a written or verbal learner statement, an assessor record or an annotated poster.

For criterion 2.1 the learner must **identify** at least **two** skills (the ability to do something well, it may relate to knowledge, aptitude or a talent that has been identified) eg IT skills, public speaking, driving, proof reading, leadership, playing sport, coaching, playing a musical instrument, dance, drama. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For criterion 2.2 the learner must **identify** at least **two** qualities (character or nature) eg kindness, patience, understanding, trustworthiness, reliability, caring. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For criterion 2.3 the learner must **list two** ways in which own skills can be helpful (where skills can be used to benefit themselves or others or support an objective to be achieved. This may relate to work, learning or personal life). eg producing a presentation, organising a meeting, dealing with customers, coaching a team. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For criterion 2.4 the learner must **list two** ways in which own qualities can be helpful (where skills can be used to benefit themselves or others or support an objective to be achieved. This may relate to work, learning or personal life). eg reliable employee, gain responsibility, being trusted with work, help others. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For criterion 3.1 the learner must **identify** a long term goal (the goals need not be complex in nature but should be realistic and enable the learner to work towards their goals in a planned way) e.g gain additional qualifications, work towards a promotion, meet an annual sales target, change career direction, learn to drive, Duke of Edinburgh. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For criterion 3.2 the learner must **identify** at least **two** short term goals (the goals need not be complex in nature but should be realistic and enable the learner to work towards their goals in a planned way) e.g. get to work on time, finish a project, learn how to use a piece of equipment, learn how to use new software, organise a calendar, get into a sports squad, hand in an assignment. Evidence may be a written or verbal learner statement, an assessor record, spider diagram or annotated poster.

For criterion 3.3 the learner must **identify** with support how the short-term goals may be achieved with support from colleagues, a tutor, family or peers. This should include timescales, who will be supporting them, the resources needed and other information as required. Evidence may be a written or verbal learner statement, an assessor record, spider diagram, annotated poster or simple personal development plan (this could include 3.1 and 3.2).

## Unit 341

## Health and safety in places of work

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | T/506/8055   |
| <b>Level:</b>        | E3   |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The aim of this unit is to introduce the learner to working safely at work |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

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| <b>Learning outcome</b>  |
| The learner will:<br>1. Understand the relevant health and safety legislation for own place of work.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 state why health and safety legislation is important in the place of work<br>1.2 identify the health and safety legislation that applies to own place of work. |

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| <b>Learning outcome</b>  |
| The learner will:<br>2. Be able to recognise own responsibility for keeping self and others safe.                                  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 identify responsibilities for own and others' health and safety<br>2.2 carry out own work in a safe manner |

## Unit 341

# Health and safety in places of work

## Supporting information

### Guidance and Evidence

For criterion 1.2 the learner **must give reasons** for health and safety legislation eg protection of the employee, the public, work colleagues etc. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.2 the learner must identify legislation that applies to their work placement eg Health & Safety at Work Act, COSHH, Manual Handling Operations Regulations 1992. They should identify one piece of legislation. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.1 the learner must understand that everyone has a responsibility for health and safety and they should be able to clearly **identify** their own responsibilities to themselves and to others. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.2 the learner must carry **out** safe practices. Evidence may be a written or verbal learner statement, an assessor record.

## Unit 342

## Introducing finishing skills

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | A/504/2086  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 20  |
| <b>Aim:</b>          | The aim of this unit is to provide the learner with the basic skills and knowledge required to remove damaged plasterwork and apply a finish. |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | None  |

### Learning outcome

The learner will:

1. Know the resources required to remove damaged plasterwork and apply a finish.

### Assessment criteria

The learner can

- 1.1 identify:
  - a. plastering hand tools
  - b. plastering resources
  - c. mortar ratio.

### Range

1.1 **Tools include:** club hammer, brick bolster, jamb brush, level, hawk, rendering trowel, skimming trowel, gauging trowel, buckets, auger, feather edge board, tape measure.

### Learning outcome

The learner will:

2. Be able to prepare a background surface.

### Assessment criteria

The learner can:

- 2.1 Use safe working practices to:
  - a. mark out and remove damaged plastered area
  - b. clean background surface to a masonry structure.

### Range

2.1 **Safe working practices:** Working in accordance with current legislation and best practice.



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| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to mix coatings.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 Use safe working practices to:<br>a. mix the <b>render</b> coat using the correct <b>render mix ratio</b><br>b. mix <b>plaster</b> coat. |

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| <b>Range</b>   |
| 3.1a <b>Render mix ratio.</b> 1:3-1:5 cement and sand or lime mortar.<br>3.1a <b>Render:</b> correct consistency<br>3.1 b <b>Plaster:</b> correct consistency. |

|   |
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| <b>Learning outcome</b>   |
| The learner will:<br>4. Be able to apply coatings.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 Use safe working practices to:<br>a. apply render coat<br>b. apply <b>plaster coat.</b> |

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|--|
| <b>Range</b>   |
| 4.1b <b>Plaster coat:</b> correct consistency; use of two coat plaster work. |

## Unit 343

## Introducing pipework skills

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | L/602/1320   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The aim of this unit is to provide the learner with the basic skills and knowledge required to produce pipework. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

### Learning outcome

The learner will:

1. Know the resources required to produce plastic pipework

### Assessment criteria

The learner can:

- 1.1 identify:
  - a. plumbing hand tools
  - b. plastic plumbing resources.

### Range

**Plumbing hand tools:** hacksaw, pipe cutter, burr removing tool.

**Plastic plumbing resources:** 15 mm, 22 mm and 38 mm plastic tube, plastic clips, tee joints (obtuse, acute, reducing), elbows, lubricant.

### Learning outcome

The learner will:

2. Be able to produce plastic supply pipework

### Assessment criteria

The learner can:

- 2.1 use safe working practices to:
  - a. form bends using push-fit fittings
  - b. form tee joints using push-fit fittings.

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| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to produce plastic waste pipework.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 use <b>safe working practices</b> to :<br>a. form bends using push-fit fittings<br>b. form tee joints using push-fit fittings. |

|  |
|--|
| <b>Range</b>   |
| 3.1 <b>Safe working practices:</b> working in accordance with current legislation and best practice. |

## Unit 344

## Introducing tiling skills

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | Y/504/1978   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 3  |
| <b>GLH:</b>          | 24   |
| <b>Aim:</b>          | The aim of this unit is provide learners with basic skills and knowledge required to assist in fixing tiles. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

### Learning outcome

The learner will:

1. Know the resources for fixing tiles.

### Assessment criteria

The learner can:

- 1.1 identify tiling hand tools
- 1.2 identify tiling resources.

### Learning outcome

The learner will:

2. Be able to prepare the work area

### Assessment criteria

The learner can:

- 2.1 Protect surrounding areas from damage
- 2.2 Prepare surfaces.

### Learning outcome

3. Be able to fix tiles

### Assessment criteria

- 3.1 Use safe working practices to:
  - a. set out
  - b. measure
  - c. fix
  - d. grout
- 3.2 Clean up area on completion.

## Unit 345

## Introducing paint finishing skills

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | Y/602/1322   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 16   |
| <b>Aim:</b>          | The aim of this unit is to provide the learner with the basic skills and knowledge required to apply paint finish. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

### Learning outcome

The learner will:

1. Know the resources required to apply paint finish.

### Assessment criteria

The learner can:

- 1.1 identify the **resources** required to:
  - a. access surfaces
  - b. prepare surfaces
  - c. paint surfaces.

### Range

**1.1 Resources** include: Paint (range of colours), filler, rollers, brushes, paint tray, paint kettle, abrasive paper, sanding block, filler knife, rule or tape measure, chalk line, appropriate signs.

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. Be able prepare surfaces and work area.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 use <b>safe working practices</b> to:<br>a. erect proprietary <b>access equipment</b><br>b. prepare work area<br>c. prepare surfaces<br>d. display appropriate signs. |

|  |
|--|
| <b>Range</b>   |
| 2.1 <b>Safe working practice:</b> working in accordance with current legislation and best practice.<br>2.1a <b>Access equipment:</b> proprietary access equipment. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Be able to apply paint.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 use <b>safe working practices</b> to <b>apply</b> paint using<br>a. brush<br>b. rollers<br>3.2 display appropriate signs on completion. |

|   |
|---|
| <b>Range</b>  |
| <b>Safe working practice:</b> working in accordance with current legislation and best practice.<br><b>Apply:</b> Application of paint, correct techniques used, straight clean edges. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>4. Be able to clean up on completion.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>4.1 use <b>safe working practices</b> to clean<br>a. tools<br>b. equipment<br>c. work area. |

|   |
|---|
| <b>Range</b>  |
| 4.1 <b>Safe working practices</b> : working in accordance with current legislation and best practice. |

## Unit 346

## Recognise and use hand tools and materials used in construction

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | K/502/0777   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The aim of this unit is to provide the learner with the basic skills and knowledge required to recognise and use hand tools and materials used within the construction industry. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

### Learning outcome

The learner will:

1. Be able to recognise and use hand tools and materials used in construction.

### Assessment criteria

The learner can:

- 1.1 recognise a **range of hand tools**
- 1.2 recognise **materials** used for construction
- 1.3 check tools and equipment are safe to use
- 1.4 give a reason for checking that tools are safe to use
- 1.5 carry out activities to use hand tools
- 1.6 state why it is important to clean, treat and store tools correctly after use
- 1.7 clean, treat and store hand tools after use
- 1.8 use, clean and store PPE safely.

### Range

- 1.1 **Range of hand tools** can include: spirit level, bricking trowel, brick hammer, lump hammer, bolster, tape, line pins, guage rod etc.
- 1.2 **Materials** include: common brick, facing brick, concrete block, hollow block, solid block etc.



## **Unit 346**

# **Recognise and use hand tools and materials used in construction**

Supporting information

### **Guidance and Evidence**

A range of common hand tools and materials should be available for this unit.

For criteria 1:1 the learner needs to recognise six hand tools.

For criteria 1.2 the learner needs to recognise one type of brick and two types of block.

## Unit 347

## Introducing brickwork skills

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | D/602/1323   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The aim of this unit is to provide the learner with the basic skills and knowledge required to produce brick and block work. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. Know the resources required to lay bricks and blocks.                        |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 identify:<br>a. bricklaying<br>b. <b>hand tools</b><br>c. <b>materials</b> . |

|   |
|---|
| <b>Range</b>  |
| 1.1b <b>Hand tools</b> includes: laying trowel, pointing trowel, spirit level, pocket level, club hammer, brick bolster, comb hammer, brick hammer, line and pins, corner blocks, jointer, spot board and steel square, tape measure, gauge rod, profile board.<br>1.1c <b>Materials</b> include: bricks, blocks, mortar. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Be able to joint brick and block work.                                       |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 use <b>safe working practices</b> to lay:<br>a. bed joint<br>b. prep joints. |

|  |
|--|
| <b>Range</b>   |
| 2.1 <b>Safe working practices include:</b> Working in accordance with current legislation and best practice. |

**Learning outcome**

The learner will:

3. Be able to lay bricks and blocks.

**Assessment criteria**

The learner can:

- 3.1 use **safe working practices** to:
  - a. measure
  - b. gauge
  - c. level
  - d. plumb
  - e. range
  - f. cut
  - g. lay bricks and blocks to line
  - h. joint.

**Range**

3.1 **Safe working practices include:** Working in accordance with current legislation and best practice.

**Learning outcome**

The learner will:

4. Be able to clean up on completion.

**Assessment criteria**

The learner can:

- 4.1 use **safe working practices** to clean:
  - a. tools
  - b. equipment
  - c. work area.

**Range**

4.1 **Safe working practices include:** Working in accordance with current legislation and best practice.

## Unit 348

## Introducing site carpentry skills

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | T/602/1635  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 19  |
| <b>Aim:</b>          | The aim of this unit is to provide the learner with the basic skills and knowledge required to produce carpentry work |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | None  |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. Know the resources required to produce basic carpentry joints. |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 identify carpentry:<br>a. <b>hand tools</b><br>b. materials.   |

|  |
|--|
| <b>Range</b>   |
| 1.1a <b>Hand tools</b> include: Measuring tape, try/combination square, marking gauge, tenon saw, bench hook, mallet, screwdriver, wheel brace, countersink and twist bits, chisels. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. Be able to joint timber.  |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 Use <b>safe working practices</b> to:<br>a. measure<br>b. mark out<br>c. gauge<br>d. cut<br>e. assemble<br>f. clean up work area. |

|  |
|--|
| <b>Range</b>   |
| <b>Safe working practices:</b> Working in accordance with current legislation and best practice. |

## Unit 349

## Introducing bench joinery skills

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | J/602/1638   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 20   |
| <b>Aim:</b>          | The aim of this unit is to provide the learner with the basic skills and knowledge required to produce bench joinery work. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | None   |

### Learning outcome

The learner will:

1. Know the resources required to produce basic bench joinery joints.

### Assessment criteria

The learner can:

- 1.1 Identify bench joinery:
  - a. **hand tools**
  - b. materials.

### Range

1.1a **hand tools** include: Measuring tape, try/combination square, marking gauge, Tenon saw, bench hook, mallet, chisel and mortice chisel.

**Learning outcome**

The learner will:

2. Be able to joint timber.

**Assessment criteria**

The learner can:

- 2.1 use **safe working practices** to
  - a. measure
  - b. mark out
  - c. gauge
  - d. cut
  - e. use adhesive
  - f. assemble
  - g. wedge
  - h. clean off joints
  - i. clean up work area.

**Range**

2.1 **Safe working practices:** Working in accordance with current legislation and best practice.

## Unit 370

## Introduction to retail

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | A/507/5167  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 12  |
| <b>Aim:</b>          | The aim of this unit is to give the learner a broad introduction to the retail industry. It will introduce the learner to the different types of retailers, their services and the job roles within the sector. |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>485</b> Introduction to retail</li></ul>  |

### Learning outcome

The learner will:

1. Be able to identify different types of retailer.

### Assessment criteria

The learner can:

- 1.1 give examples of different types of **retailer**.

### Range

#### 1.1 Retailer

High street store, department store, chain, online, franchise, independent.

### Learning outcome

The learner will:

2. Be able to identify where different types of retailers are located.

### Assessment criteria

The learner can:

- 2.1 identify different types of **retail location**
- 2.2 outline the reasons for a particular retail location.

### Range

#### 2.1 Retail location

Shopping centre, high street, retail parks, outlets, markets.



|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Know the different ways to shop within the retail industry.   |
| <b>Assessment criteria</b>  |
| learner can:<br>3.1 state <b>different ways</b> to shop within the retail industry<br>3.2 give examples of <b>products</b> sold by different retailers. |

|   |
|---|
| <b>Range</b>  |
| 3.1 <b>Different ways</b><br>In person, catalogue, online, television, mobile phone<br><br>3.2 <b>Products</b><br>Fashion, homeware, garden, groceries, hardware, electrical, sports equipment. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>4. Know a range of <b>services</b> retailers offer to their customers.   |
| <b>Assessment criteria</b>  |
| learner can:<br>4.1 outline a range of <b>services</b> retailers can offer their customers<br>4.2 give examples of some of the <b>services</b> that a retailer can offer their customers. |

|   |
|---|
| <b>Range</b>  |
| 4.1 and 4.2 <b>Services</b><br>Delivery service, financial services, mobility aids, bureau de change, personal shoppers, planning and design tools, collect in store, refunds and returns, cafes and restaurants, crèche, self-service checkouts, promotions. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>5. Be able to identify different job roles within a retail environment.  |
| <b>Assessment criteria</b>  |
| learner can:<br>5.1 give examples of different <b>job roles</b> within a retail environment<br>5.2 outline the main responsibilities of a job role within a retail environment. |

|  |
|--|
| <b>Range</b>   |
| 5.1 <b>Job roles</b><br>Manager, a sales assistant, a stock room assistant, a visual merchandiser. |

## Unit 370

## Introduction to retail

### Supporting information

#### Guidance and Evidence

For 1.1 the learner must be able to state different types of retailer. This could be defined by size, products and services available etc.

For 2.1 the learner must identify at least two different types of retail location.

For 2.2 the learner must outline the reasons why a retailer is located in one particular place. For example free parking, access, public transport etc.

For 3.2 the learner must identify at least two products sold by different retailers.

For 4.1 the learner must consider promotional offers such as store/loyalty cards, credit facilities, Buy One Get One Free (BOGOF).

For 4.2 the learner must give at least two examples of services retailers offer to their customers.

For 5.1 the learner must identify at least two roles within a retail environment for example.

For 5.2 the learner must outline the main responsibilities for the job role chosen in 5.1.

#### Evidence requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.

## Unit 371

## Introduction to customer service

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | K/507/5178  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 12  |
| <b>Aim:</b>          | The aim of this unit is to give the learner a broad introduction to customer service. It covers the importance of personal appearance, first impressions, different types of customer and how to communicate with them. |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>486</b> Introduction to customer service</li></ul>  |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. Know why personal appearance is important in the workplace.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 state why personal appearance is important for work<br>1.2 state why following a dress code is important for work<br>1.3 state why personal hygiene is important for work. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>2. Know the difference between internal and external customers.                |
| <b>Assessment criteria</b>  |
| The learner can:<br>2.1 define the term internal customer<br>2.2 define the term external customer. |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>3. Know how to communicate with customers.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>3.1 state how to greet customers in a <b>positive</b> way<br>3.2 outline the importance of use of tone when communicating with customers<br>3.3 outline the importance of speaking clearly when communicating with customers<br>3.4 outline the importance of positive body language when communicating with customers. |

|   |
|---|
| <b>Range</b>  |
| 3.1 <b>Positive</b><br>Confidence, tone, language, body language etc. |

## Unit 371

## Introduction to customer service

### Supporting information

#### Guidance and Evidence

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

For 1.1 the learner will be able to state two examples of why personal appearance is important for work. For example first impressions, company representation, approachability.

For 1.2 the learner will give two examples of why a dress code is important for work. For example: hygiene, Personal Protective Equipment (PPE), company brand eg uniforms, name badges.

For 2.1 the learner will define what an internal customer is. For example people within companies that provide services to deliver their company's products or services.

For 2.2 the learner will define what an external customer is. For example people that buy companies' products or services.

For 3.1 the learner could demonstrate an ability to greet colleagues or customers in a positive way using role play.

#### Evidence requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.

## Unit 375

## Behaviour in a business administration environment

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | T/508/4448   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 16   |
| <b>Aim:</b>          | The aim of this unit is for the learners to understand appropriate behaviours for working in a business administration environment.                                      |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>475</b> Behaviour in a business administration environment</li></ul> |

|   |
|---|
| <b>Learning outcome</b>   |
| The learner will:<br>1. Understand how to communicate in a business administration environment.   |
| <b>Assessment criteria</b>  |
| The learner can:<br>1.1 communicate appropriately with others in a business administration environment<br>1.2 use appropriate language for a business administration environment. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Know how to behave appropriately in a business administration environment.                         |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 state the importance of workplace values<br>2.2 give examples of appropriate work place behaviour. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>3. Know about the requirements that organisations' have relating to confidentiality and security.                                     |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 give examples of requirements that relate to <ul style="list-style-type: none"><li>• confidentiality</li><li>• security.</li></ul> |

## Unit 375

# Behaviour in a business administration environment

## Supporting information

### Guidance and Evidence

For 1.1 the learner understands the ways to communicate with different levels of colleagues using methods appropriate to the situation eg face to face, telephone, e-mail (between colleagues, instructional emails, informative, instructional etc), notice board, taking messages, at meetings. The learner can demonstrate this by any suitable method.

For 1.2 Appropriate language includes body language, tone of voice, written language in a tone and style appropriate to the situation including the use of emoticons/text speak.

For 2.1 Work place values can include mission statements, core values, vision statements etc.

For 2.2 appropriate workplace behaviour includes attitudes, mind-set, perceptions (how the learners sees themselves and others) etc. Evidence should include examples of employer requirements.

For 3.1 the learner can give examples of good practice eg passwords, locking filing cabinets, locking keyboards, keeping sensitive information out of sight, the use of security passes.

### Evidence requirements

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary.



## Unit 376

## Create a good impression on customers

|                      |   |
|----------------------|---|
| <b>UAN:</b>          | R/508/4456  |
| <b>Level:</b>        | Entry 3   |
| <b>Credit value:</b> | 2   |
| <b>GLH:</b>          | 15  |
| <b>Aim:</b>          | The aim of this unit is to help the learner to show they can understand dress codes for different job roles, the importance of creating good impressions and to meet customer expectations. |
| <b>Assessment:</b>   | Learner portfolio   |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>476</b> Create a positive impression on customers</li></ul>                             |

### Learning outcome

The learner will:

1. Know a range of dress codes for different job roles.

### Assessment criteria

The learner can:

- 1.1 list appropriate dress codes for different job roles
- 1.2 state inappropriate dress for different job roles
- 1.3 identify different dress codes in different industries.

### Learning outcome

The learner will:

2. Know the importance of creating a good impression on customers.

### Assessment criteria

The learner can:

- 2.1 state the importance of making a good first impression on customers
- 2.2 list reasons why personal appearance may cause different reactions from customers
- 2.3 outline ways to present self to make a good impression on customers.

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>3. Know how to meet customer expectations.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 list methods of communicating with customers to establish expectations<br>3.2 state appropriate methods of communication when dealing with customers<br>3.3 list types of language that should be avoided when dealing with customers<br>3.4 list ways to confirm customer expectations have been met. |

## Unit 376

# Create a good impression on customers

## Supporting information

### Guidance and Evidence

For 1.1 the learner needs to list at least **three** different dress codes for different job roles. Learners could consider organisations who issue uniforms, name badges and/or specific clothing to meet health and safety requirements.

For 1.2 the learner needs to state at least **three** examples of inappropriate dress in different job roles. They could use examples from their own experiences, paying attention to areas such as a failure to wear uniform/name badge, untidy or dirty clothing, clothing that is too revealing or dressing without consideration to health and safety risks.

For 1.3 the learner must identify different dress codes used in different industries for example:

- Overalls (eg garage staff, decorators, supermarket)
- Special clothing for hygiene purposes (eg hats to keep hair tucked in, plastic gloves if working with food)
- Smart suit (often worn in offices or banks to meet customer expectations of professionalism)
- Fashionable clothing (worn in a shop to advertise that shop's latest fashion)
- Clothing that fits a colour scheme to match the organisation's colours.
- Dress code could also vary to indicate different levels of responsibility eg a shirt, tie and formal trousers/skirt in a fast-food restaurant might signify more responsibility whereas staff in different roles level might wear a colour polo shirt and more robust trousers.

For **2.1** the learner can state the importance of making a good first impression on customers; whether this is verbally, in writing or face-to-face with internal or external customers. They must consider how their behaviour and attitude influences customer trust, satisfaction, loyalty and whether the customer chooses to do business with your organisation.

For **2.2** the learner can list reasons why personal appearance may cause different reactions from customers. For example, somebody with dirty nails, unkempt hair, untidy appearance, too much makeup/perfume and revealing clothing might cause a negative impression. They should understand that appearance also incorporates attitude and body language.

For **2.3** the learner can outline ways to present themselves to make a positive impression on customers. This can include dress, physical appearance, behaviour and attitude.

For **3.1** the learner will be able to list at least **three** methods of communicating with customers to establish expectations. For example asking the right questions, being responsive, acting within limits of responsibility, respecting personal space, not being over familiar etc.

For **3.2** the learner must state appropriate methods of communication when dealing with customers in different situations. They could use examples from written communication methods eg letter, email, text message, and verbal communication methods eg telephone, face-to-face.

For **3.3** the learner must list at least **three** types of language that should be avoided when dealing with customers. For example swearing, slang, inappropriate comments relating to gender, race, culture, age or disability and why they should never use any offensive language with customers regardless of how angry or aggressive the communication received becomes or if confrontation develops eg it will upset or aggravate the customer, it is not professional.

For 3.4 the learner must list at least **three** ways to confirm customer expectations have been met. For example customer feedback, customer retention/loyalty, reviews and recommendations etc.

### **Evidence requirements**

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary

## Unit 377

## The customer service experience

|                      |  |
|----------------------|--|
| <b>UAN:</b>          | H/508/4459   |
| <b>Level:</b>        | Entry 3  |
| <b>Credit value:</b> | 2  |
| <b>GLH:</b>          | 15   |
| <b>Aim:</b>          | The aim of this unit is to help the learner build an understanding of the customer experience. Including identifying different customer service situations and processes as well as helping to provide customer satisfaction and build positive relationships. |
| <b>Assessment:</b>   | Learner portfolio  |
| <b>Barring:</b>      | This unit is barred with the following unit within 5546: <ul style="list-style-type: none"><li>• <b>477</b> The customer service experience</li></ul>  |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>1. Know about the customer service experience.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>1.1 list a range of customer service situations<br>1.2 list steps in a customer service process. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>2. Know how customer satisfaction is achieved.  |
| <b>Assessment criteria</b>   |
| The learner can:<br>2.1 identify the link between customer expectations and customer satisfaction<br>2.2 identify customer service delivery that provides customer satisfaction. |

|  |
|--|
| <b>Learning outcome</b>  |
| The learner will:<br>3. Be able to build a positive relationship with customers.   |
| <b>Assessment criteria</b>   |
| The learner can:<br>3.1 identify customer feelings to build a positive relationship with them<br>3.2 speak clearly to customers. |

## Unit 377

# The customer service experience

## Supporting information

### Guidance and Evidence

For 1.1 the learner must list at least **two** different customer service situations. These could be on the telephone or face-to-face. They could also involve internal or external customers. The learner could use their own positive or negative experiences as a customer when describing these customer service situations.

For 1.2 the learner must list the steps of a customer service process identifying each stage followed from:

- Identifying the customer's need – what they require, by when
- Searching for information or product/service specifications – researching choices or options
- Giving the customer options – offering choices to meet the desired outcome
- Confirming the customer's decision
- Ensuring the customer is satisfied

For **2.1** the learner must identify the link between customer expectations and customer satisfaction. For example expectation of a certain level of customer service and delivering a good level of customer service.

For **2.2** the learner must identify **two** elements of customer service delivery which contribute to the customer being satisfied. This could include their query being answered promptly, problems resolved swiftly and positively, service is easy to use, the staff are knowledgeable and helpful. The learner could use their own positive experiences as a customer.

For **3.1** the learner must identify customer feelings. For example happy, upset, confused, angry. The learner should show an interest in the customer, address them appropriately and listen to their needs. The learner should consider how they respond appropriately to the customer for example thank them, apologise to them if things go wrong etc. This could be evidenced through the use of role play.

For **3.2** the learner must speak clearly, politely and professionally, using appropriate body and verbal language. That they have adopted a professional and helpful tone (e.g. smiling and maintaining regular eye contact etc). This could be evidenced through the use of role play.

**Evidence requirements**

Evidence may be gathered from the following range of assessment methods:

- questions and answers
- learner statement
- tutor/assessor statement
- review and tutorial records
- worksheets
- diary
- witness testimony.



## Appendix 1 Entry 3 units available in 5546-01-02-03-04-05-06

This is a list of all the Entry 3 units available in the Employability Skills (England and Wales) qualifications 5546-01-02-03-04-05-06:

### Entry Level 3 Units

|     |            |   |   |    |
|-----|------------|---|---|----|
| 301 | Y/501/6921 | Planning for progression                          | 3 | 21 |
| 302 | H/506/2784 | Personal finance                                  | 1 | 10 |
| 303 | J/505/4645 | Conduct at work                                   | 1 | 10 |
| 304 | Y/505/4648 | Effective communication                           | 2 | 11 |
| 305 | M/501/6925 | Introduction to ICT                               | 3 | 20 |
| 306 | K/506/2639 | Applying for a job                                | 2 | 11 |
| 307 | Y/506/3107 | Interview skills                                  | 3 | 27 |
| 308 | H/506/2641 | Searching for a job                               | 2 | 20 |
| 309 | M/502/4278 | Prepare for and attend an interview               | 2 | 20 |
| 310 | R/502/0840 | Work safely                                       | 2 | 20 |
| 311 | A/506/2726 | Working as part of a team                         | 3 | 24 |
| 312 | H/506/2722 | Healthy living                                    | 2 | 16 |
| 313 | T/505/4656 | Personal presentation and hygiene                 | 2 | 15 |
| 314 | M/506/3114 | Safe learning in the workplace                    | 3 | 25 |
| 315 | Y/505/4651 | Effective written communication for the workplace | 2 | 14 |
| 316 | F/506/2727 | Undertaking work placement                        | 3 | 30 |
| 317 | M/506/2724 | Rights, responsibilities and citizenship          | 3 | 25 |
| 318 | T/506/2725 | Investigating rights and responsibilities at work | 1 | 10 |
| 319 | J/501/6946 | Candidate project                                 | 3 | 20 |
| 320 | T/506/3115 | Enterprise activity                               | 3 | 28 |
| 321 | M/501/6942 | Community project                                 | 3 | 24 |
| 322 | R/505/4650 | Effective speaking for the workplace              | 2 | 16 |
| 323 | T/505/4642 | Attitudes and values for personal development     | 1 | 10 |
| 324 | K/506/2785 | Take part in leisure activities                   | 1 | 10 |
| 325 | R/506/2652 | Recognise the benefits of leisure time            | 1 | 10 |
| 326 | Y/502/0841 | Plan and make a journey using public transport    | 2 | 20 |
| 327 | T/502/0782 | Lift and handle safely                            | 2 | 20 |

|     |            |   |   |    |
|-----|------------|---|---|----|
| 328 | D/502/0761 | Wax and polish a motor car or van                               | 3 | 30 |
| 329 | H/502/0762 | Remove check and replace a wheel on a motor car or van          | 2 | 20 |
| 330 | M/502/0764 | Check and maintain levels of fluids in a motor car or van       | 2 | 20 |
| 331 | A/502/0766 | Check and maintain lights on a motor car or van                 | 2 | 20 |
| 332 | J/502/0768 | Replace spark plugs   | 1 | 10 |
| 333 | H/506/2817 | Introduction to the hospitality industry                        | 1 | 10 |
| 334 | J/506/8089 | Work awareness  | 2 | 20 |
| 335 | J/506/8237 | Environmental awareness   | 2 | 20 |
| 336 | A/506/8882 | Introduction to drug and alcohol awareness                      | 2 | 20 |
| 337 | A/506/8090 | Dealing with problems in daily life                             | 2 | 20 |
| 338 | F/506/8091 | Introduction to developing parenting skills                     | 3 | 30 |
| 339 | J/506/8092 | Parenting awareness   | 2 | 20 |
| 340 | K/506/8098 | Self-assessment   | 1 | 10 |
| 341 | T/506/8055 | Health & Safety in places of work                               | 2 | 20 |
| 342 | A/504/2086 | Introducing finishing skills                                    | 2 | 20 |
| 343 | L/602/1320 | Introducing pipe work skills                                    | 2 | 20 |
| 344 | Y/504/1978 | Introducing tiling skills                                       | 3 | 24 |
| 345 | Y/602/1322 | Introducing paint finishing skills                              | 2 | 20 |
| 346 | K/502/0777 | Recognise and use hand tools and materials used in construction | 2 | 20 |
| 347 | D/602/1323 | Introducing brickwork skills                                    | 2 | 20 |
| 348 | T/602/1635 | Introducing site carpentry skills                               | 2 | 19 |
| 349 | J/602/1638 | Introducing bench joinery skills                                | 2 | 20 |
| 370 | A/507/5167 | Introduction to retail  | 2 | 12 |
| 371 | K/507/5178 | Introduction to customer service                                | 2 | 12 |
| 375 | T/508/4448 | Behaviour in a business administration environment              | 2 | 16 |
| 376 | R/508/4456 | Create a good impression on customers                           | 2 | 15 |
| 377 | H/508/4459 | The customer service experience                                 | 2 | 15 |

## Appendix 2 Entry 3 units available in 5546-21-22-23-24-25

This is a list of all the Entry 3 units available in the Employability Skills (Northern Ireland) qualifications 5546-21, 22, 23, 24, 25:

| Unit | QAN        | Title   | Credit value | GLH |
|------|------------|---|--------------|-----|
| 301  | Y/501/6921 | Planning for progression                                  | 3            | 21  |
| 303  | J/505/4645 | Conduct at work   | 1            | 10  |
| 305  | M/501/6925 | Introduction to ICT                                       | 3            | 20  |
| 306  | K/506/2639 | Applying for a job  | 2            | 11  |
| 307  | Y/506/3107 | Interview skills  | 3            | 27  |
| 308  | H/506/2641 | Searching for a job                                       | 2            | 20  |
| 309  | M/502/4278 | Prepare for and attend an interview                       | 2            | 20  |
| 310  | R/502/0840 | Work safely   | 2            | 20  |
| 314  | M/506/3114 | Safe learning in the workplace                            | 3            | 25  |
| 315  | Y/505/4651 | Effective written communication for the workplace         | 2            | 14  |
| 316  | F/506/2727 | Undertaking work placement                                | 3            | 30  |
| 318  | T/506/2725 | Investigating rights and responsibilities at work         | 1            | 10  |
| 320  | T/506/3115 | Enterprise activity                                       | 3            | 28  |
| 322  | R/505/4650 | Effective speaking for the workplace                      | 2            | 16  |
| 328  | D/502/0761 | Wax and polish a motor car or van                         | 3            | 30  |
| 329  | H/502/0762 | Remove, check and replace a wheel on a motor car or van   | 2            | 20  |
| 330  | M/502/0764 | Check and maintain levels of fluids in a motor car or van | 2            | 20  |
| 331  | A/502/0766 | Check and maintain lights on a motor car or van           | 2            | 20  |
| 332  | J/502/0768 | Replace spark plugs                                       | 1            | 10  |
| 333  | H/506/2817 | Introduction to the hospitality industry                  | 1            | 10  |

## Appendix 3 Entry 3 units available in 5546-31-32-33-34-35

This is a list of all the Entry 3 units available in the Personal and Social skills qualifications 5546-31-32-33-34-35:

| Unit | QAN        | Title  | Credit value | GLH |
|------|------------|--|--------------|-----|
| 302  | H/506/2784 | Personal finance                               | 1            | 10  |
| 304  | Y/505/4648 | Effective communication                        | 2            | 11  |
| 311  | A/506/2726 | Working as part of a team                      | 3            | 24  |
| 312  | H/506/2722 | Healthy living                                 | 2            | 16  |
| 313  | T/505/4656 | Personal presentation and hygiene              | 2            | 15  |
| 317  | M/506/2724 | Rights, responsibilities and citizenship       | 3            | 25  |
| 319  | J/501/6946 | Candidate project                              | 3            | 20  |
| 321  | M/501/6942 | Community project                              | 3            | 24  |
| 323  | T/505/4642 | Attitudes and values for personal development  | 1            | 10  |
| 324  | K/506/2785 | Take part in leisure activities                | 1            | 10  |
| 325  | R/506/2652 | Recognise the benefits of leisure time         | 1            | 10  |
| 326  | Y/502/0841 | Plan and make a journey using public transport | 2            | 20  |
| 327  | T/502/0782 | Lift and handle safely                         | 2            | 20  |



## Appendix 4 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](http://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
- SQA Awarding Body Criteria
- NVQ Code of Practice

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
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**Centre Guide – Delivering International Qualifications** 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. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

## Useful contacts

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

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

### **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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