

WAMITAB Entry Level Award in Preparing for Employment (Entry 2) (QCF)

Handbook



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Qualification Structure

Candidates must complete the Mandatory Unit (3 credits) and a further 9 credits from the Option Group. Candidates will therefore achieve a total of 12 credits.

Mandatory Units

Title	Level	Credits	WAMITAB Code
Rights and responsibilities in the workplace	E2	3	

Option Units

Title	Level	Credits	WAMITAB Code
Planning for progression	E2	3	
Effective skills, qualities and attitudes for learning and work	E2	3	
Career planning and making applications	E2	3	
Introduction to ICT	E2	3	
Personal skills	E2	3	
Dealing with Problems in daily life	E2	2	
Environmental Awareness	E2	2	
Individual rights and responsibilities	E2	1	
Working as part of a group	E2	2	
Recognise use and care for tools used in horticulture	E2	2	
Recognise, use and care for basic construction hand tools	E2	2	

Qualification Summary

This Entry 2, Entry Level qualification, which forms part of the suite of WAMITAB Pre-Employment qualifications, is suitable for candidates that are new to looking for a job and/or progressing further in education and need to improve skills in order to get started.

It has been developed to fit a wide audience, including young people and adults. There are no pre-conditions for registration to this qualification and no minimum level of literacy is required, as the qualifications are able to be delivered alongside language, literacy and numeracy qualifications.

The WAMITAB Award in Preparing for Employment is designed to support Candidates to develop employability and personal skills and qualities which are required by employers. The qualification also encourages the continued education of the candidate by utilising a number of units from the Option Unit Group, which appear in various WAMITAB Waste and Resource Management Qualifications.

Assessment Guidance

This qualification must be delivered and assessed in according with the WAMITAB Assessment Strategy: Pre-Employment Qualifications Suite. Further assessment guidance is provided in the following pages, after each unit standard.

Glossary of Terms

Explain: describe or give information about a topic to make it clear and easily understood.

Describe: provide a vivid picture of what something is by writing or talking about it.

Evaluate/Justify: is the process of exploring, checking and suggesting a likely outcome based on evidence.

Analyse: to look at something in detail to learn more about it

Demonstrate: a doing verb which requires the learner to show he can actually do the task referred to. The learner will have to provide evidence of him/her actually doing the requirements of the AC/task.

List: provide a number of relevant items which apply to the question. This could be written or verbal.

Identify: to recognise something/someone and be able to say what it/they are

Manage: have control over and ensure that a situation/person/process is stable

Apply: put something into action – a “doing” task

Implement: A “doing” task. After a development process, ensure that the product/process is actually used by self and others where appropriate

Differentiate: look at the characteristics of items/situations/people and recognise the differences

Compare: look at the characteristics of items/situations/people and explain the differences

Recognise: be aware of, familiar with and able to identify something

Choose: select from a range of options

Define: state the meaning of something, or state what an item is

Research: find information on a given subject

Outline: give a general description of something without going into detail

Use: employ skills and knowledge, put a tool to purpose

Terms often used to provide a qualitative benchmark for assessment evidence

Appropriate – provide evidence which is specific to the assessment criteria and relevant to the operation.

Suitable – Due consideration has been given to the context of the site/waste type/operation/safety regulations in the formulation of the response/evidence.

Compliant/compliance – Evidence/response meets clearly defined operational and/or regulatory guidance in relation to the work activity.

Constructive – Possibilities for positive improvement have been considered, perhaps with examples of suggested improvements and the positive/negative aspects of the work activity.

Proper – that which would be expected based on the regulatory/operational/procedural guidelines for the work activity.

Standards and Assessment Guidance - Mandatory Units

Rights and responsibilities in the workplace

Level: E2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Know that employees have rights	1.1 State two employee rights
	1.2 Give an example of a law that helps to protect an employee at work
2. Know that employees have responsibilities	2.1 State two employee responsibilities
	2.2 State why it is important to keep some information confidential
	2.3 State why it is important to inform an employer of absence from work
3. Know that health and safety rules are important	3.1 Recognise and respond to hazards in his/her place of learning or work
	3.2 List requirements for personal health and safety in his/her place of learning or work
	3.3 List the guidelines for alcohol and medication (prescribed and non-prescribed) in his/her place of learning or work
	3.4 Follow requirements for personal health and safety
	3.5 Follow emergency procedures

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Standards and Assessment Guidance - Option Units

Planning for progression

Level: E2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to recognise own study or training programme	1.1 Agree what he/she aims to achieve by the end of the study or training programme
	1.2 List what he/she needs to do in order to follow the programme
	1.3 List the centre rules and regulations that affect him/her as a learner
2. Be able to recognise the facilities and support available in the place of study or training	2.1 List the facilities provided in the place of study or training
	2.2 List the support available for learners
3. Be able to recognise some personal strengths (skills, qualities and attitudes) needed for learning and work	3.1 List positive qualities and attitudes needed for learning and work
	3.2 Agree his/her own personal strengths
	3.3 Give an example of something he/she feels good about and something he/she feels confident doing
4. Be able to agree an action plan for self improvement	4.1 Agree areas for improvement with an appropriate person
	4.2 Agree an action plan or contract

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Effective skills, qualities and attitudes for learning and work

Level: E2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to demonstrate a range of positive qualities, attitudes and behaviours for learning and work	1.1 Give examples of positive behaviour
	1.2 Demonstrate behaviours appropriate to learning and work
	1.3 Demonstrate motivation (e.g. contribute to discussions, complete work on time)
	1.4 Demonstrate commitment (e.g. punctual, regular attendance)
	1.5 Demonstrate ability to adapt to simple changes
2. Know that effective communication is important for learning and work	2.1 Give examples of appropriate and inappropriate communication
	2.2 Use positive body language
	2.3 Greet colleagues or customers in an appropriate manner
	2.4 Respond to simple questions from colleagues and/or customers
	2.5 Accept positive and negative feedback
3. Be able to work effectively under frequent and directive supervision	3.1 Receive and respond to instructions
	3.2 Check own understanding of instructions
	3.3 State the task that needs to be done and the deadline
	3.4 Confirm the help, materials, equipment and/or tools needed to carry out the task
	3.5 Work safely following health and safety guidelines
	3.6 Complete the task as directed to the required standard
	3.7 Share information and/or skills with others

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Career planning and making applications

Level: E2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to agree a suitable career option	1.1 List sources of careers advice and guidance
	1.2 List possible career options
	1.3 Agree a suitable career option
2. Know where to look for a job, training programme or course	2.1 List sources of information for job vacancies, training programmes or courses
3. Be able to recognise a suitable job or training opportunity	3.1 List own personal skills and achievements that will help in getting a job or training opportunity
	3.2 List a range of jobs or training opportunities
	3.3 Agree a suitable job or training opportunity
4. Be able to apply for a job, training placement or course	4.1 Obtain an application form and/or job details (with help)
	4.2 Complete the application (with help)
5. Prepare for an interview	5.1 List what needs to be considered in preparation for the interview
	5.2 Observe or take part in a real or simulated interview
	5.3 Give examples of positive and negative interview techniques or performance

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Introduction to ICT

Level: E2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to use hardware	1.1 Recognise the main parts of an ICT system
	1.2 Use hardware
2. Be able to use a software application	2.1 Name two software applications and their uses
	2.2 Use a software application for an agreed purpose
	2.3 Input information
	2.4 Present information for the agreed purpose
3. Be able to follow recommended safe operating practices	3.1 List safety points to be remembered when using an ICT system
	3.2 Follow safe practices

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Personal skills

Level: E2	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be aware of the importance of personal presentation	1.1 State the reason why a clean and tidy appearance is important
	1.2 Suggest suitable clothes for given situations
	1.3 Dress appropriately for a given occasion
2. Be aware of the importance of personal hygiene	2.1 List the key areas of personal hygiene
	2.2 Identify a negative social effect of poor personal hygiene
3. Be able to plan and prepare a healthy meal	3.1 Decide what type of meal to make
	3.2 State whether this meal would form part of a healthy diet, with reasons
	3.3 Estimate the cost of the meal
	3.4 Collect together everything needed to prepare the meal
	3.5 Prepare the meal
	3.6 Work safely
	3.7 Clear up after preparing the meal
4. Be able to contact medical and emergency services	4.1 Locate the telephone number for a doctor and a dentist
	4.2 Name the emergency services
	4.3 List the information required for a call to the emergency services
	4.4 Make a simulated telephone call to the emergency services

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Dealing with problems in daily life

Level: E2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Demonstrate an awareness of how to recognise straightforward problems	1.1 Identify a straightforward problem
	1.2 Identify a way of tackling the problem, with appropriate support
2. Tackle straightforward problems	2.1 Tackle the problem using a given procedure
	2.2 Ask for advice or support if needed

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Environmental awareness

Level: E2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1 Identify a human behaviour which harms the environment
	1.2 Identify a human behaviour which helps the environment
2. Demonstrate an awareness of environmental issues which affects their life	2.1 Identify an environmental issue which is relevant to their life
	2.2 Say how this issue affects their life
3. Be able to demonstrate a way in which they can help the environment	3.1 Agree with an appropriate person an activity that they can participate in to help the environment
	3.2 Participate in a given activity to help the environment

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Individual rights and responsibilities

Level: E2	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Recognise that they have rights and responsibilities as an individual	1.1 Identify an individual right which is relevant to them
	1.2 Identify a responsibility that they have for themselves
	1.3 Say who could help if they have problems with their rights or responsibilities

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Working as part of a group

Level: E2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Demonstrate an awareness of how to work with others in appropriate ways	1.1 Participate in setting ground rules for working with others
	1.2 Relate basic information about the work to be carried out
	1.3 Identify their role in the group
2. Be able to demonstrate working as part of a group	2.1 Carry out given tasks when working with others
	2.2 Ask for or offer help when required
	2.3 Identify what went well and what went less well

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Recognise use and care for tools used in horticulture

Level: E2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be able to recognise use and care for tools	1.1 Recognise and name common tools used
	1.2 Check that tools are safe to use
	1.3 State why tools need to be checked for safety
	1.4 Perform tasks using hand tools safely
	1.5 Use, clean and store PPE, tools and equipment safely
	1.6 Give a reason for storing tools correctly
	1.7 Maintain the safety of self and others during the operation

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.

Recognise, use and care for basic construction hand tools

Level: E2	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be able to use and care for basic construction hand tools	1.1 Recognise hand tools and check for safety to use
	1.2 Give a reason for checking tools for safety to use
	1.3 Carry out activities to use hand tools safely
	1.4 Clean and store tools
	1.5 Give a reason for cleaning tools after use
	1.6 Use, clean and store PPE safely
	1.7 State why rust preventative might be applied to tools

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

Evidence could be generated through discussion, question and answer, observation, reflection, candidate statements, a project or other methods devised by the tutor/trainer.