

WAMITAB Entry Level Award in Preparing for Employment (Entry 3) (QCF)

Handbook



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Qualification Structure

Candidates must complete both units from the Mandatory Units Group (5 credits) and a further 7 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	E3	3	
Health and safety in places of work	E3	2	

Option Units

Title	Level	Credits	WAMITAB Code
Planning for progression	E3	3	
Effective skills, qualities and attitudes for learning and work	E3	3	
Career planning and making applications	E3	3	
Introduction to ICT	E3	3	
Supporting others	E3	3	
Work-based experience	E3	3	
Contributing to a team	E3	3	
Candidate project	E3	3	
Introduction to sustainable development and global citizenship	E3	2	
Dealing with Problems in daily life	E3	2	
Award Scheme Development and Accreditation Network	E3	2	
Individual rights and responsibilities	E3	1	
Working as part of a group	E3	2	
Self-Assessment	E3	1	
Career Progression	E3	1	
Solving Work-Related Problems	E3	2	
Preparing for Work Placement	E3	1	
Learning from Work Placement	E3	2	
Safe Learning in the Workplace	E3	1	
Searching for a Job	E3	1	

Applying for a Job	E3	1	
Preparing for an Interview	E3	1	
Interview Skills	E3	1	
Self-Management Skills	E3	2	
Conduct at Work	E3	1	
Speaking Confidently at Work	E3	1	
Presenting Accurate Documents	E3	1	
Introduction to General Health and Hygiene Skills	E3	3	
Introduction to Understanding Diversity in Society	E3	3	
Work awareness	E3	2	
Getting to a destination safely and on time	E3	1	
Prioritising tasks	E3	1	
Managing your time	E3	1	
Understanding conflict at work	E3	1	
Preparing for and learning from interviews	E3	3	
Presenting personal information effectively	E3	3	
Learning about the range of opportunities in work	E3	3	
Learning about workplace values and practices	E3	3	
Introduction to Using the Internet	E3	1	

Qualification Summary

This Entry 3, Entry Level qualification, which forms part of the suite of WAMITAB Pre-Employment qualifications, is suitable for candidates with some experience working, who want to gain further skills and confidence to become more employable or continue in education.

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: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand that employees have rights	1.1 List a range of employee rights
	1.2 State how employee rights are protected by law
2. Understand that employees have responsibilities	2.1 List a range of employee responsibilities
	2.2 Give examples of information that needs to be confidential
	2.3 State why it is important to inform an employer of absence from work
3. Understand why health and safety rules are important	3.1 Recognise and respond to hazards in own place of learning or work
	3.2 List requirements for personal health and safety in own 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.

Health and safety in places of work

Level: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Demonstrate an understanding of appropriate health and safety legislation for their place of work.	1.1 Give a reason why health and safety legislation is important in the place of work.
	1.2 Identify the health and safety legislation that applies to their place of work.
2. Recognise responsibility for keeping themselves and others safe.	2.1 Identify the responsibilities they have for their own and others' health and safety.
	2.2 Carry out their work in a safe manner.

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: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand own study or training programme	1.1 Identify what he/she aims to achieve by the end of the study or training programme
	1.2 Describe what he/she needs to do in order to follow the programme
	1.3 Identify the centre rules and regulations that affect him/her as a learner
2. Know 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 Identify the support available for learners
3. Be able to recognise personal strengths (skills, qualities and attitudes) needed for learning and work	3.1 Identify positive qualities and attitudes needed for learning and work
	3.2 List his/her own personal strengths
	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
4. Be able to agree an action plan for self improvement	4.1 Identify areas for improvement with an appropriate person
	4.2 Contribute towards 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: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to demonstrate a range of positive qualities, attitudes and behaviour for learning and work	1.1 Give examples of positive behaviour
	1.2 Demonstrate behaviours appropriate to learning and work
	1.3 Demonstrate adaptability and flexibility (e.g. adapt to changes in requirements or information)
	1.4 Demonstrate motivation
	1.5 Demonstrate commitment
2. Understand why effective communication is important	2.1 Give examples of appropriate and inappropriate verbal communication
	2.2 Give examples of appropriate and inappropriate non-verbal communication
	2.3 Use positive body language
	2.4 Respond to questions and requests from colleagues and/or customers
3. Be able to work effectively under frequent supervision	3.1 Receive and respond to instructions
	3.2 Check own understanding of instructions
	3.3 Confirm the tasks that need to be done and deadlines
	3.4 Confirm the help, materials, equipment and/or tools needed to complete tasks
	3.5 Work safely following health and safety guidelines
	3.6 Complete tasks as directed to the required standard
	3.7 Learn from mistakes and accept feedback

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: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to agree a suitable career pathway	1.1 List sources of careers advice and guidance
	1.2 List possible career options
	1.3 Agree a suitable career pathway
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 suitable jobs or training opportunities	3.1 List own personal skills and achievements that will help in getting a job or a training course
	3.2 List a range of jobs or training opportunities
	3.3 Match own skills and achievements to the range of jobs or training opportunities
4. Be able to apply for a job, training placement or course	4.1 Obtain an application form and/or job details
	4.2 Complete the application
5. Understand the interview process	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 one example of effective and one example of ineffective interview practice

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: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to interact with and use an ICT system	1.1 Use correct procedures for start and shutdown of an ICT system and to open and close applications
	1.2 Use input devices
	1.3 Use output devices
	1.4 Use software applications
	1.5 Recognise and use interface features
2. Be able to follow recommended safe operating practices	2.1 List safety points to be remembered when using a computer
	2.2 Follow safe practices
3. Be able to use ICT to search for, select and use information	3.1 Use appropriate search techniques
	3.2 Select information
	3.3 Use information for an agreed purpose
4. Be able to enter, develop and present information for an agreed purpose using an ICT system	4.1 Enter information
	4.2 Format text
	4.3 Insert and position images
	4.4 Present the information for an agreed purpose

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.

Supporting others

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be aware of others who need support	1.1 Describe the person(s) who need support
2. Know what he/she can do to support others	2.1 State one way in which he/she can support the person(s)
3. Understand what he/she cannot do to support others and why	3.1 Explain what he/she cannot do to support the person(s)
	3.2 Explain why he/she cannot support the person(s) in this way
4. Be aware of relevant health and safety issues	4.1 Agree relevant health and safety issues with a responsible person
	4.2 Work safely
5. Be able to support others	5.1 Agree how he/she will support the person(s)
	5.2 Support the person(s)

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.

Work-based experience

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to prepare for his/her work experience	1.1 Suggest options for or agree suitable work experience
	1.2 Apply or prepare for work experience
2. Be able to plan a journey to work	2.1 Find out relevant bus or train times (or the times of another type of public transport)
	2.2 Decide which bus or train (or other public transport) to catch
	2.3 Work out the time he/she needs to leave home in order to arrive at a suitable time
3. Be able to follow requirements during the work experience	3.1 Attend suitable work experience for a minimum of fifteen hours
	3.2 Dress appropriately
	3.3 Follow safe working practice
	3.4 Follow simple instructions to carry out tasks
	3.5 Speak to other people in a suitable manner
4. Be able to complete a work experience review	4.1 Identify what went well
	4.2 State how he/she is going to build on this experience

Evidence Requirements:

Assessment of this unit is by Candidate Portfolio.

This unit supports the 'work placement' or 'vocational taster' for unemployed candidates. Evidence that the work-based element of the unit has taken place must be kept as part of the 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.

Contributing to a team

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Know how team values and procedures can vary	1.1 List different types of team
	1.2 Give examples of different ways of making decisions as a team
2. Recognise roles other people may take in a teamwork situation	2.1 Give examples of different roles
3. Know what needs to be done to achieve a team goal	3.1 State the overall goal of the team
	3.2 Outline own role as part of the team in a structured and familiar situation
4. Be able to work with others towards achieving shared objectives in a familiar routine situation	4.1 Agree an action plan of individual and group activities needed to achieve the goal
	4.2 Check own understanding of action plan
	4.3 Identify who to ask for help if she/he needs it
	4.4 Work co-operatively
	4.5 Carry out structured individual and group activities in a familiar situation
	4.6 Work safely
5. Be aware of own contribution to team progress	5.1 Identify what you did well in working with others
	5.2 Identify what went less well in working with others
	5.3 Identify one way of improving own team working in the future

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.

Candidate project

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Plan a project (an activity or piece of research)	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
2. Carry out a project	2.1 Follow the project plan
	2.2 Review progress with a suitable person
	2.3 Complete the project
3. Review the project	3.1 State what went well
	3.2 State what did not go 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.

Introduction to sustainable development and global citizenship

Level: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand the significance of sustainable development	1.1 Give reasons why sustainable development is important
	1.2 List some of the threats to sustainable development
2. Understand the significance of global citizenship	2.1 Give reasons why global citizenship is important
3. Understand the relationship between sustainable development and global citizenship	3.1 State how sustainable development and global citizenship relate to one another
4. Be aware of actions to promote sustainable development and/or global citizenship	4.1 Give examples of actions that promote sustainable development and/or global citizenship
5. Know how to take action to promote sustainable development and/or global citizenship	5.1 List actions he/she is taking/could take to promote sustainable development and/or global citizenship

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: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand how to recognize a straightforward problem	1.1 Identify a straightforward problem that they can tackle
	1.2 Share ideas on how to tackle the problem with an appropriate person
2. Tackle a problem	2.1 Identify a way to tackle the problem
	2.2 Carry out activities to tackle the problem
	2.3 Ask for appropriate advice
3. Be able to carry out a review of their progress towards solving the problem	3.1 Review their progress in tackling the problem
	3.2 Identify what went well and what did not go so 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.

Environmental awareness

Level: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1 Give examples of human behaviours which harm the environment
	1.2 Give examples of human behaviours which help the environment
2. Demonstrate an understanding of environmental issues which affects their life	2.1 Identify two different types of environmental issue which are relevant to their life
	2.2 Identify the effects that these issues have on their life
3. Be able to demonstrate ways in which they can help to improve the environment in the local area	3.1 Identify an activity that they can carry out to improve the environment in their local area
	3.2 Take part in an activity to improve the environment in their local area

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: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Understand that they have individual rights and responsibilities	1.1 Describe an individual right which is relevant to them
	1.2 Identify sources of support or information about rights and responsibilities
	1.3 Describe a responsibility that they have for themselves
	1.4 Describe a responsibility that they have to 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.

Working as part of a group

Level: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know how to work with others in appropriate ways	1.1 Contribute to setting ground rules for working with others
	1.2 Make suggestions about the role they should play in the group
2. Be able to play an active role in working as part of a group	2.1 Carry out agreed activities when working with others on a group task
	2.2 Make suggestions and receive feedback appropriately
	2.3 Ask for or offer help when required
3. Review their role in the group	3.1 Review their work with others
	3.2 Identify how they contributed to the group
	3.3 Identify what went well and areas they could improve in working 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.

Self-assessment

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know their personal strengths and weaknesses	1.1 P1 List their personal strengths and weaknesses
2. Know that they have useful skills and qualities	2.1 P2 Identify different skills and qualities they have P3 Identify some ways in which their skills and qualities can be used beneficially
3. Know about setting both short and long term goals	3.1 P4 Identify a long term goal P5 Identify some short term goals P6 With support, identify methods by which the short term goals may be achieved

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 progression

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know about skills and qualities needed to progress in a career	1.1 P1 Identify personal skills and qualities relevant to career progression
2. Know different sources of information and guidance related to career progression	2.1 P2 Identify different types of careers-related resources
3. Know the benefits of career progression	3.1 P3 Identify reasons why career progression is beneficial

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.

Solving work related problems

Level: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be aware that a problem or issue has arisen which requires problem solving skills	1.1 P1 Identify some common types of workplace problem or issue that require problem-solving skills
2. Be able to access sources of help for work-related problems	2.1 P2 With support, identify some general sources of help, support and guidance
3. Know a range of ways to solve work-place problems or issues	3.1 P3 Outline the importance of listening to suggestions of others when solving problems in the workplace P4 With support, identify possible solutions to the problem, using given sources of help, support and guidance P5 Identify any previous experience of similar situations to identify possible solutions
4. Select an appropriate solution	4.1 P6 Identify an appropriate solution to a workplace problem or issue
5. Know how to apply a problem-solving solution to a workplace problem or issue	5.1 P7 Identify an agreed set of steps aimed at solving a workplace problem or issue

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.

Preparing for work placement

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know where they plan to do work placement	1.1 P1 Identify key information about where they plan to do their work placement
2. Know what is expected of them during the work placement	2.1 P2 Identify different tasks they are likely to perform as part of the work placement P3 Identify appropriate behaviours and attitudes for the work placement
3. Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement	3.1 P4 Identify factors which may cause anxiety or uncertainty during a work placement P5 Identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement
4. Know what they might achieve from the work placement	4.1 P6 Set appropriate goals for the work placement

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.

Learning from work placement

Level: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Be able to reflect on the experience of the work placement	1.1 Identify what they did well and/or what they could have done better during the work placement
2. Know what they have learned from the work placement	2.1 Identify what they learned about the job role and their work placement
	2.2 Identify what they learned about themselves during the work placement
3. Be able to use learning from the work placement to set goals	3.1 With guidance, set realistic goals which build on their learning from the work placement

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.

Safe learning in the workplace

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know about risks and hazards in the workplace	1.1 P1 List hazards in the workplace P2 List risks in the workplace
2. Know what responsibilities people have for safety in the workplace	2.1 P3 Identify the person responsible for health and safety in the workplace environment P4 Identify own responsibility in relation to reporting hazards in the workplace
3. Be aware of how to reduce risk of harm to self or others	3.1 P5 Identify examples from the workplace environment which could cause risk of harm to self or others P6 Outline own behaviour for safe practice in the workplace environment
4. Know how to deal with low risk hazards in the workplace environment	4.1 P7 Outline how to follow instructions to deal with low risk hazards in the workplace 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.

Searching for a job

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know about sources of information for potential employment	1.1 Identify sources of information about potential employment
2. Be able to search for job vacancies from given sources	2.1 Name the key features of a job advert
	2.2 With support, use given sources of information appropriately to identify job vacancies

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.

Applying for a job

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know different methods of applying for a job	1.1 P1 Identify different methods of applying for a job
2. Know the purpose of a job application form	2.1 P2 Give reasons why a job application form might be used as a way of applying for a job
3. Be able to present personal information for a job application form	3.1 P3 Identify what information will be needed for a job application form P4 Present the information for a job application form in an appropriate format

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.

Preparing for an interview

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know what is required in the job, placement or course for which they are applying	1.1 Identify the main tasks and activities associated with the job role or placement or areas of learning to be covered in the course
2. Be able to prepare responses for likely interview questions	2.1 With support, prepare brief answers to a given set of questions that are likely to be asked at the interview
3. Know that it is important to plan their travel for the interview	3.1 Identify from information provided to them, the time and place where the interview will be held
	3.2 With support, identify the route and means of transport which they plan to take

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.

Interview skills

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know how to present themselves appropriately at an interview	1.1 Dress appropriately and display an appropriate level of personal hygiene for the interview
2. Be able to give appropriate answers to the interviewer's questions	2.1 Give clear, straightforward answers to the questions asked
3. Know how they performed in the interview	3.1 Identify one aspect of the interview that went well and one that did not

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.

Self-management skills

Level: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Understand self - management skill	1.1 P1 Recognise that employees need to be able to manage themselves in the workplace P2 Identify some potential areas in which they need to manage themselves
2. Demonstrate self - management skills	2.1 P3 Demonstrate how to be punctual P4 Demonstrate when to take a break from working P5 Identify who to contact if they need help or support in self-management
3. Review self- management skills	3.1 P6 Review one aspect that went well and one that did not

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.

Conduct at work

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know about appropriate conduct for the workplace	1.1 Identify different kinds of appropriate conduct in the workplace
2. Be able to demonstrate good conduct	2.1 Interact appropriately with colleagues
	2.2 Dress appropriately for work
	2.3 Demonstrate appropriate timekeeping during the working day
3. Be able to carry out a review of own conduct	3.1 Identify an aspect of own conduct that went well and an aspect that did not go so 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.

Speaking confidently at work

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Be able to contribute to workplace discussions and conversations	1.1 Make relevant comments and suggestions
	1.2 Ask and answer straightforward questions
	1.3 Volunteer constructive ideas and opinions
2. Be able to use language which is appropriate for the work situation	2.1 Describe the difference between formal and informal language
	2.2 Speak formally or informally as appropriate to the situation
	2.3 Identify ways to show politeness when speaking to others in the workplace
3. Know why it is important to speak confidently at work	3.1 Describe why it is important to speak confidently at work

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.

Presenting accurate documents

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know why it is important to record information accurately	1.1 P1 Describe the importance of presenting accurate documents
2. Know the appropriate use of different types of workplace documents	2.1 P2 Identify situations where different types of documents are appropriate
3. Be able to produce grammatically accurate, accurately spelled and punctuated documents common to the workplace	3.1 P3 Check a work document to correct grammar, punctuation and spelling of common words including those key to a specific workplace P4 Use an appropriate format to produce work documents, including suitable font, spacing and selection of formatting features such as emboldening, italics, bullets and numbering

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 general health and hygiene skills

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Know how to maintain a clean and hygienic home.	1.1 Give three reasons why it is important to keep a kitchen and bathroom clean
	1.2 Identify two cleaning materials used to clean the sink, bath/shower and toilet
	1.3 Identify two different floor surfaces
	1.4 State how to clean two different floor surfaces
	1.5 Identify two types of cleaning materials and methods used to clean small objects
2. Know how to care for clothing.	2.1 Identify the key factors indicating when particular clothing needs washing
	2.2 Identify two different ways to keep clothing in good condition
3. Recognise the need for basic personal hygiene.	3.1 Identify two occasions when it is important to wash his/her hands
	3.2 Give two reasons for the need to use regular full body washing routines
	3.3 Select two toilet products they might use
	3.4 State one reason for the need for regular dental checkups
	3.5 State the recommended interval between dental checkups
	3.6 Demonstrate a good dental brushing technique
4. Know the requirements for maintaining a healthy body.	4.1 Identify three requirements for a healthy body
	4.2 Name a selection of foods which are good for maintaining a healthy body
5. Understand the importance of eye checks.	5.1 Identify two reasons for having an eye check

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 Understanding Diversity in Society

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand the meaning of the term 'diversity'.	1.1 Outline the meaning of the term 'diversity'
	1.2 Identify at least two diverse groups
2. Demonstrate an awareness of diverse groups and practices.	2.1 Give an example of how groups may differ from one another, for example, religious beliefs
	2.2 List different practices in relation to the above, for example, food, drink
3. Demonstrate an awareness of similarities between groups.	3.1 Select at least one similarity between a number of groups
4. Know some of the consequences of prejudice and discrimination.	4.1 Give an example of a lack of tolerance of diverse groups within society
5. Recognise the contributions of diverse groups to society.	5.1 Name at least one contribution of a group (other than own) or individual from a different group to society, for example, music, food
	5.2 State at least one advantage of living in a diverse society

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.

Work awareness

Level: E3	
Credit Value: 2	
Learning Outcome	Assessment Criteria
1. Know about the types of employer that are found in their local area.	1.1 Identify 3 types of employer in their local area and their main area of business covering the: <ul style="list-style-type: none"> a. Service sector b. Manufacturing sector c. Public and private sectors.
	1.2 Identify how one employer makes money or is funded.
2. Understand some of the expectations employers have of employees.	2.1 List 2 expectations that employers would have of their employees.
	2.2 Give a reason why one of these expectations is important.
3. Be able to relate employer expectations to their own activities.	3.1 Identify one activity they have undertaken that shows they could meet at least one employer expectation.
	3.2 Say why they meet the expectation.

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.

Getting to a destination safely and on time

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know about options for travelling to and from a specific destination.	1.1 Identify possible options for travelling to and from their destination.
	1.2 Choose the most appropriate option for travelling.
	1.3 Identify an alternative option to use if required.
	1.4 Identify who to contact if they are going to be late or unable to go.
2. Be able to plan and carry out a journey to arrive at a destination safely and on time.	2.1 Plan a safe route and the time needed to complete their journey.
	2.2 Identify who to contact if they need help with their journey.
	2.3 Make a journey using their chosen travel option to their destination safely.
	2.4 Arrive at their destination on time.

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.

Prioritising tasks

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Be able to recognise tasks that they need to complete at work.	1.1 Identify the tasks they need to prioritise.
	1.2 Give a reason why these tasks are important to complete.
2. Know how to prioritise tasks.	2.1 Use an appropriate method to prioritise the tasks they have identified.
	2.2 List the tasks in order of priority.
	2.3 Give a reason for the order of priority.
3. Be able complete straightforward work related tasks.	3.1 Use the priority list to carry out the tasks.
	3.2 Identify whether the tasks have been completed successfully.

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.

Managing your time

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Know how to manage their time in a place of work.	1.1 Identify ways in which people can manage their time in a place of work.
	1.2 Identify systems and processes which help employees manage their time in the place of work.
	1.3 Identify who to contact if they are late for or absent from work.
2. Be able to demonstrate time management skills in a place of work.	2.1 Use time management systems and processes appropriately to document the time they have spent working.
	2.2 Take breaks at appropriate points.
	2.3 Agree their work for the day with an appropriate person.
	2.4 Complete agreed activities within the timescales provided.

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.

Understanding conflict at work

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Recognise what can cause conflict in the place of work and know how conflict could be prevented.	1.1 Give 2 examples of common causes of conflict in a place of work.
	1.2 Indicate how each example might be prevented.
2. Recognise types of behaviour that are unacceptable in the place of work.	2.1 State a type of behaviour that the Race Relations legislation says is unacceptable in any place of work.
	2.2 State a type of behaviour that the Disability Discrimination legislation says is unacceptable in any place of work.
	2.3 State a type of behaviour that the Equal Opportunities legislation says is unacceptable in any place of work.

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.

Preparing for and learning from interviews

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Be able to plan for interviews	1.1 Identify a job role or programme of learning for interview
	1.2 Find out basic arrangements for interview: <ul style="list-style-type: none"> • time • location/venue • how to get there • what to wear
2. Be able to prepare for interviews	2.1 Identify key facts about an organisation being interviewed for: <ul style="list-style-type: none"> • name • main function • who is in charge/owner • how many employees/students it has
	2.2 Identify key facts about a job role or programme of learning being interviewed for: <ul style="list-style-type: none"> • hours of work/study • rate of pay/cost of course • equipment or clothing needed • work pattern/length of course
	2.3 Indicate the main skills and personal attributes for a job role or programme of learning being interviewed for
	2.4 Prepare responses to straightforward interviewer questions
3. Be able to communicate during interviews	3.1 Demonstrate how to make a positive first impression at interview with personal appearance
	3.2 Demonstrate basic interview techniques by <ol style="list-style-type: none"> a) making introductions b) responding to straightforward questions
4. Be able to reflect on	4.1 Identify one thing that went well during interview

interviews	4.2 Identify one improvement for future interviews
	4.3 Indicate if a job role or programme of learning is still wanted after interview

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.

Presenting personal information effectively

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand how personal information is presented	1.1 Identify what personal information is likely to be needed for routine situations
	1.2 Identify how personal information is provided
2. Be able to provide personal information using the telephone	2.1 Make or receive routine telephone calls, providing personal information
3. Be able to complete forms requiring personal information	3.1 Complete straightforward forms for different purposes
4. Be able to communicate qualifications, skills and experience	4.1 Produce a curriculum vitae (CV)
5. Be able to communicate personal achievements	5.1 Collect evidence of personal achievements
	5.2 Present evidence of personal achievement
6. Be able to reflect on skills in presenting personal information	6.1 State which written and verbal skills were used when presenting personal information
	6.2 Indicate ways to improve own written and verbal skills for future presentation of personal information
	6.3 Identify situations when presenting personal information will be important in own working life

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.

Learning about the range of opportunities in work

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand about employment in different sector areas	1.1 Identify different sector areas
	1.2 Name job roles in different sector areas
	1.3 Link job roles to products and/or services
	1.4 Identify the working environment for different job roles
2. Understand different types of work and working patterns	2.1 Give examples of different types of work in a local area including a) employment in a company b) self employment c) voluntary work or work experience
	2.2 Identify likely working patterns for different job roles
	2.3 List advantages and disadvantages of different working patterns
3. Be able to find out about local opportunities for work	3.1 Identify different sources of information to find out about local jobs
	3.2 Use sources of information to find key facts about different local jobs
	3.3 Name main employers in a local area and their activities
4. Understand reasons for selecting jobs	4.1 List reasons for choosing different jobs
	4.2 Order own reasons for selecting different jobs
	4.3 Indicate which jobs are most likely to be an entry to employment

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.

Learning about the range of opportunities in work

Level: E3	
Credit Value: 3	
Learning Outcome	Assessment Criteria
1. Understand the importance of workplace values	1.1 Identify workplace values
	1.2 Identify situations where workplace values are important
	1.3 Indicate why some types of conduct are unacceptable in the workplace
2. Understand main employer and employee rights and responsibilities	2.1 List main employer rights and responsibilities
	2.2 Indicate why employer rights and responsibilities are important in the workplace
	2.3 List main employee rights and responsibilities
	2.4 Indicate why employee rights and responsibilities are important in the workplace
3. Understand the importance of safe working practices	3.1 Identify safe working practices within the workplace
	3.2 Identify steps to be followed in the case of: a) Fire b) Accident c) Emergency
	3.3 Indicate how to deal with potential hazards in a work area
4. Know who can give support and information in the workplace about workplace values and practices	4.1 Identify personnel in the workplace who can give support and information to employees about workplace values and practices
	4.2 Indicate how these personnel can help

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 using the internet

Level: E3	
Credit Value: 1	
Learning Outcome	Assessment Criteria
1. Use the Internet.	1.1 Load an Internet browser
	1.2 Access a given website using favourites and by entering the web address
	1.3 Navigate websites using forward, back and hyperlinks
	1.4 Use a search engine to locate information

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.