



Inspiring  
Confidence in  
Employability

# ESB Entry Level Award in Inspiring Confidence in Employability

(Entry 1)





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## Introduction

ESB promotes and assesses spoken English in a wide range of educational centres: junior and senior schools, further and higher education colleges, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation which was founded in 1953 to pioneer the practice and assessment of oral communication and to recognise its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, the Far East and West Indies.



## Entry One: Inspiring Confidence in Employability Target Groups

### Target Group

**ESB Entry Level Foundation Awards in Communication are appropriate for a wide range of learners including:**

- Mature learners wishing to return to work
- Young people studying either at School, College or other
- 16 + progression to employment
- Candidates with support and/or sensory needs, usually training within specialist units or departments, some of who may go on to mainstream vocational courses
- Candidates in a mixed or Family Learning or Community groups
- Long-term students in specialist centres
- Candidates with mild, severe or complex learning difficulties or behavioural difficulties
- Candidates in mainstream or specialist schools or colleges who are working at Entry Level in most areas of the curriculum
- If a candidate requires support e.g. Signing, Makaton, Assistive Technology – Minicom, Typetalk, Liberator, Touchtalk, Light Talker, Zoomtext, Jaws, Lunar etc. are acceptable for this syllabus.



## Qualification Aims

Inspiring Confidence in Employability (ICE) aims to improve learners' essential and vocational skills and competencies as well as addressing the government's educational legislations. ICE has been endorsed by lead employers such as Costa Coffee, Asda, Morrisons and Birmingham Children's Hospital. It will inspire learners who are seeking to change their lives through learning, guiding them to positive choices informed by the labour market leading to higher aspirations and encouraging social mobility.

It recognises the diverse needs of individuals including physical, specific disabilities, disengaged or disadvantaged learners. These learners deserve rigorous, relevant and recognised qualifications. This qualification will allow a learner to record their achievement and prepares them for life and work whilst removing the bureaucracy.

The qualification is Entry One and the units within it have depth, breadth and purpose. The Award encourages flexibility, allowing individuals to make informed choices and develop a bespoke qualification specific to their employment needs and competencies. The size of the qualification motivates the learner's to achieve and progress, thus breaking down barriers whilst improving the learner's essential skills for work and independence.

<b>QUALIFICATION: ESB ENTRY LEVEL AWARD IN INSPIRING CONFIDENCE IN EMPLOYABILITY (ENTRY 1)</b>	
<i>Assessment method</i>	<i>External and Internal Assessment</i>
<i>Grading</i>	<i>Pass / Unsuccessful</i>
<i>Accreditation start date</i>	<i>September 2014</i>
<i>Guided learning hours (GLH)</i>	<i>110</i>
<i>Total Qualification Time</i>	<i>130</i>
<i>Qualification number</i>	<i>601/5121/3</i>
<i>Age range</i>	<i>16 +</i>
<i>Target Group</i>	<ul style="list-style-type: none"> <li>• <i>Mature learners wishing to return to work</i></li> <li>• <i>Young people studying either at School, College or other</i></li> <li>• <i>16+ progression to employment</i></li> </ul>

## Glossary

Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes. There are 9 levels of achievement within the Regulated Qualifications Framework (RQF).
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner initiated private study, preparation and marking of formative assessment is not taken into account.
Total Qualification Time	Total Qualification Time is comprised of the following two elements:  (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor, or other appropriate provider of education or training.
Learning outcomes	The learning outcomes are the most important component of the unit. They set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
Indicative content	Provides guidance and advice on the key words.

## Qualification Progression

### ESB Entry 1

- **Employability, Independence and Confidence Study Programme**

### ESB Entry Level 2

- **Community Living - ESB**
- **Getting ready for work - ESB**
- **Developing Journey Planning - ESB**

### ESB Entry Level 3

- **Communication in the workplace - ESB**
- **Communication with others in the workplace - ESB**
- **Leading to work - ESB**

## Qualification Structure / Rules of Combination

<b>Mandatory Section</b> <i>The following unit is worth 3 credits</i>	<b>Employment Section</b> <i>Each of the following units are worth 2 credits</i>
Introducing Oral Skills for Interview	Food Preparation- Preparing Vegetables or Fruit Food Service – Serving Food and Drink Housekeeping – Working as a Cleaner Housekeeping – Working as a Domestic Housekeeping – Making a Bed Handling Stock Working in a Children’s Nursery Working in a Garden Working in a Hairdressing Salon Working in a Laundry Working in an Office Working in a Kitchen - Baking a Cake Working in a Beauty Salon Working in a Leisure Club Working in a Library Working in Maintenance

<b>Essential Employability Section</b> <i>Each of the following units are worth 2 credits</i>	<b>Preparing Yourself for Employability Section</b> <i>Each of the following units are worth 2 credits</i>	<b>Enterprise Section</b> <i>Each of the following units are worth 2 credits</i>
Completing a Workplace Diary Handling Money Knowing their Goals Reading Words, Signs & Symbols Writing to Communicate Solving a Problem in the Workplace Talking in a Team Telephone Skills Using Number to support Employability Making Employment Choices	Being Healthy – Eating Well Being Healthy – Keeping Fit Communicating with ICT Customer Service Health & Safety in the Workplace Plan a Journey Planning a Journey to the Workplace Preparing a CV Preparing for the Workplace Personal Health and Hygiene Word Processing	Plan an Enterprise Enterprise - Planning a Cake Business Enterprise - Sweet Bag

The qualification suite is designed to support the development of the personal, social and practical skills of adults or the young learners who have no formal qualifications and who wish to progress into employment, the units allow learners to progress over time and to build a bespoke learning programme. The learner must take the **Mandatory – Introducing Oral Skills for Interview** and **one unit** either from the **Employment** or **Enterprise** sections and any **three** units from the **Essential Employability Skills** and **Prepare Yourself for Employability** sections. The learner must achieve 11 credits in total.

## Example Qualification Pathway

### Mandatory Section

Unit Title: Introducing Oral Skills for Interview (3 Credits)

Assessment Method: External



### Employment Section

Unit Title: Working in a Beauty Salon (2 Credits)

Assessment Method: Internal



### Essential Employability Skills Section

Unit Title: Solving Problems in the Workplace (2 Credits)

Assessment Method: Internal

Unit Title: Telephone Skills (2 Credits)

Assessment Method: Internal



### Preparing Yourself for Employability Section

Unit Title: Customer Service (2 Credits)

Assessment Method: Internal



### Enterprise Section

Unit Title: Planning a Cake Business (2 Credits)

Assessment Method: Internal



**Total Credits achieved 11 Credits**

## Core Curriculum

With the increasing demand for good levels of Literacy, Language, Numeracy and ICT skills in all types of employment, these skills are embedded into the qualification.

The other units have been cross-referenced to the core curriculum at Entry 1, however, for more information, see <http://www.excellencegateway.org.uk/sflcurriculum>

## Assessment Explained

The qualification is assessed by a mixture of external and internal assessments.

The assessment is based on the learner meeting the learning outcomes and assessment criteria.

**External assessment** (requirements will be shown in the unit)

English Speaking Board will **externally** assess the mandatory unit.

Remaining units will be sampled by English Speaking Board team of verifiers.

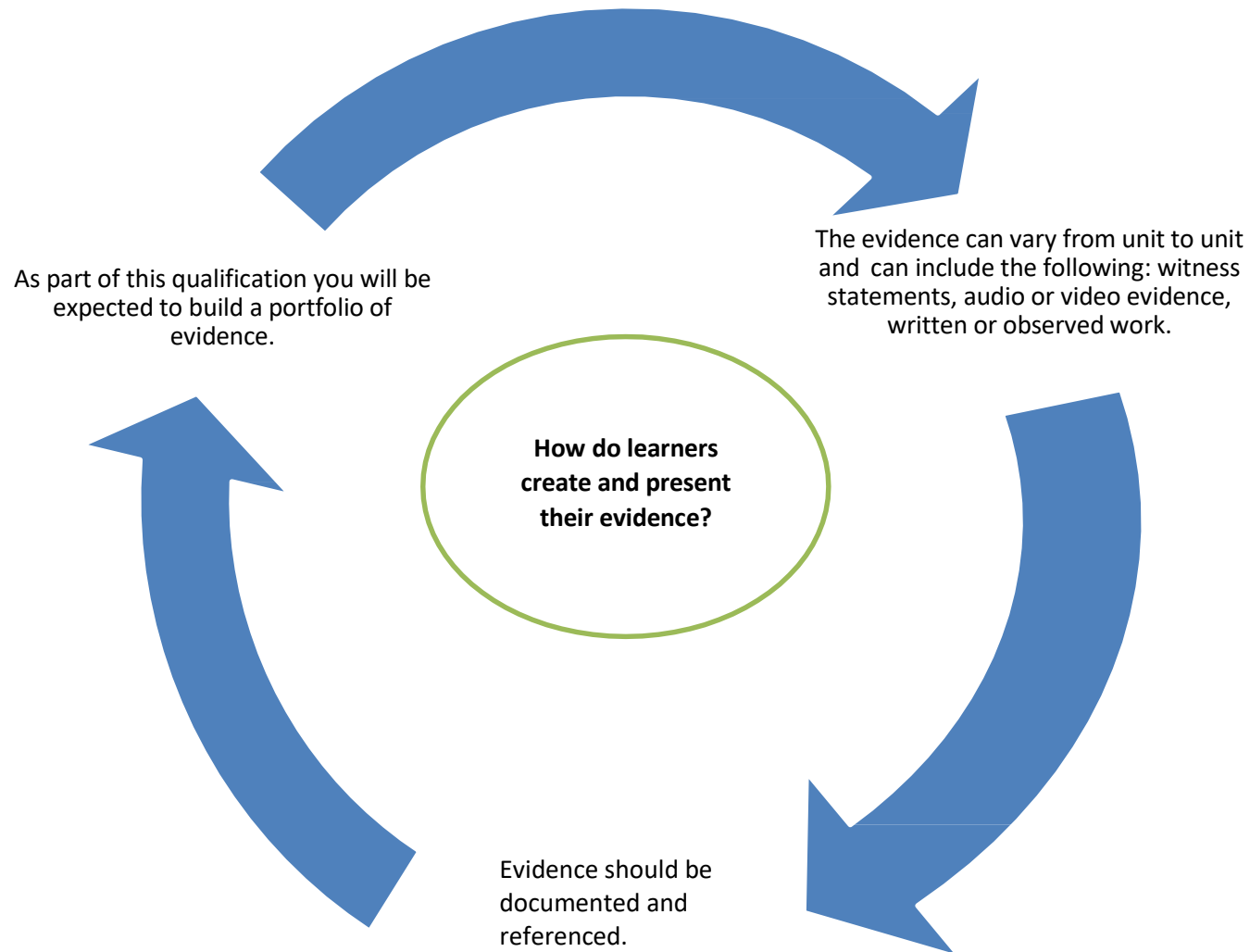
**Internal assessment** (requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier will visit the centre to sample and quality assure internal processes.

## Learners' evidence



## **Grading Criteria for Mandatory Unit only – Introducing Oral Skills for Interview**

'Pass' indicates the standard at which criteria have been met for the qualification. Attainment is based on evidence of the increasing degree of independence, skill and control in: selecting, shaping and presenting information, strategy and ideas; handling equipment and visual aids; monitoring and evaluating response; fluency, confidence, technique, language skills and sensitivity in sharing communication and supporting others.

At assessment learners are awarded a level of pass for each section. The overall award level is the aggregate for the four sections. The presentation in Section 1 carries double weighting unless stated otherwise (i.e. 40% of the total award). Each of the other sections carries equal weighting, i.e. each is equivalent to one fifth of the total award. The individual learner report gives the level of attainment as a grade for each task and the aggregate (overall) level. The aggregate level is the one recorded on the certificate.

Percentage marks are not given on reports or certificates.

The Pass mark is 80%, no pass is possible if the learner is unsuccessful in section 1 or any two other sections.

# Mandatory Section

## ESB External assessment

### External assessment

English Speaking Board will **externally** assess the mandatory unit.

## Introducing Oral Skills for Interview

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to tell us about any work experience that has taken place	1.1 Say who they are and what they are going to talk about 1.2 Speak clearly 1.3 Bring their talk to a good ending
2. Be able to make a telephone call about an interview	2.1 Listen carefully 2.2 Say who they are 2.3 Speak as clearly as possible 2.4 Ask the right question 2.5 Check the answer 2.6 Be polite 2.7 Say "Goodbye"
3. Be able to answer interview questions appropriately	3.1 Enter the room and say "Hello" to the interviewer 3.2 Answer some simple questions (ask for the questions to be repeated if necessary) 3.3 Try to make some eye contact 3.4 Show their interest in the job 3.5 Say "Goodbye" at the end of the interview
4. Be able to show support as a listener	4.1 Answer simple questions 4.2 Listen to others 4.3 Try to ask some simple questions



## Indicative Content

1. Be able to tell us about any work experience that has taken place.

Short presentation, including introduction and use of poster and/or visual aids (a small amount of support may be given).

Tell the group about work experiences – stacking shelves in a supermarket, working in a horticultural setting i.e. a park, garden centre or greenhouses, helping in a day centre for the elderly, helping in a children's nursery, working in a college/school library, office or in maintenance.

**Time - Approximately 2 minutes**

2. Be able to make a telephone call about an interview.

The Assessor will set the call, the tutor will receive the call.

Telephone a place of work/college or training to ask some simple questions regarding time of interview, travel to an interview, special arrangements needed by the learner, accessibility, public transport.

**Time - Approximately 2 minutes**

3. Be able to answer interview questions appropriately.

Interview should be based on subject of the presentation with a few, short, simple questions from assessor. Assistance can be given to support the achievements of learning outcomes or criteria (from tutor, carer, parent or other).

The learners will be questioned about their work/job experiences, their interests, strengths/weaknesses or the course for which they have applied.

**Time - Approximately 3/4 minutes**

4. Be able to show support as a listener.

The candidate will respond to simple questions from the group and ask simple questions. This can take place at any time during the assessment.

Learners will be expected to listen carefully to presentations from other members of the group to ask questions and enter into discussion

**Time - Approximately 2 minutes**

**Overall Timing – 9 - 10 minutes**

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# Employment Section

## Internal assessment

### Internal assessment

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier will visit the centre to sample and quality assure processes.

## Food Preparation – Preparing Vegetables or Fruit

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to present a professional image in the workplace	1.1 Collect a uniform 1.2 Wear a uniform
2. Be able to communicate with colleagues in the workplace	2.1 Listen to the day's instructions 2.2 Ask for help or question if required 2.3 Communicate politely with other team members
3. Be able to observe Health and Safety in the workplace	3.1 Follow Health and Safety rules 3.2 Be aware of possible hazards
4. Be able to follow a food preparation schedule	4.1 Select the appropriate utensils and equipment 4.2 Use the appropriate cleaning skills to clean the different fixtures and fittings 4.3 Carry out the tasks 4.4 Clean the workspace, utensils and equipment



## Indicative Content

1. Be able to present a professional image in the workplace.

Clothes and image are important when at work, dress smartly and appropriately for the job, always be well-groomed and create a positive impression.

2. Be able to communicate with colleagues in the workplace.

Communication can either be face-to-face or electronic.

Learners should always listen, pay attention and communicate with colleagues in a suitable and appropriate tone.

3. Be able to observe Health and Safety in the workplace.

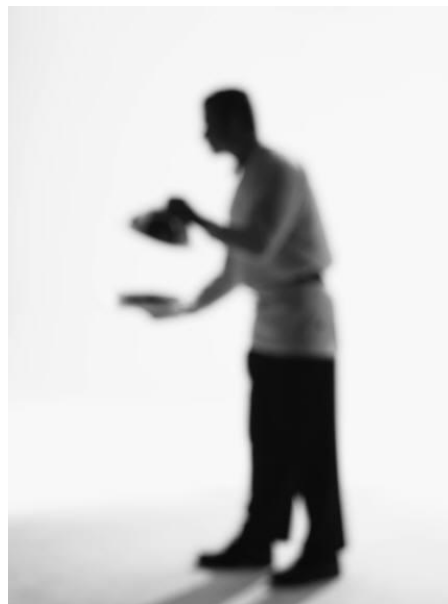
Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put themselves or other people at risk and to be aware of any hazards in the kitchen and to follow basic food hygiene and personal hygiene rules.

4. Be able to follow a food preparation schedule.

The high standard of the restaurant/cafe/ kitchen must be maintained by following procedures for cleaning vegetables and fruit, the floors and workplace, chopping boards and utensils.

## Food Service – Serving Food and Drink

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to present a professional image in the work place	1.1 Collect a uniform 1.2 Wear a uniform
2. Be able to communicate with customers and other team members in the workplace	2.1 Listen to the day's instructions 2.2 Ask for help if required 2.3 Communicate politely with customers and other team members 2.4 Serve the customers
3. Be able to observe Health and Safety in the workplace	3.1 Follow Health and Safety rules 3.2 Be aware of possible hazards
4. Be able to carry out tasks when serving in a restaurant	4.1 Set up and carry trays 4.2 Set up and clear tables 4.3 Re-stock condiments as needed



## Indicative Content

### 1. Be able to present a professional image in the workplace.

Clothes and image are important when at work, dress smartly and appropriately for the job, always be well-groomed and create a positive impression.

### 2. Be able to communicate with customers and other team members in the workplace.

Communication can either be face-to-face or electronic.

Learners should always listen, pay attention and communicate politely with customers and staff in a suitable and appropriate tone.

### 3. Be able to observe Health and Safety in the workplace.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put themselves or other people at risk and to be aware of any hazards in the kitchen and to follow basic food hygiene and personal hygiene rules.

### 4. Be able to carry out tasks when serving in a restaurant

Learners must be able to carry out a variety of tasks as required by the employers. They must be able to safely use a variety of equipment and be willing ask and listen to advice and instructions, set up and carry trays, serve food and drink, set up and clear tables and re-stock condiments when required.

## Housekeeping - Working as a Cleaner

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to present a professional image in the workplace	1.1 Collect a uniform 1.2 Wear a uniform
2. Be able to communicate with colleagues in the workplace	2.1 Listen to the day's instructions 2.2 Ask for help if required 2.3 Communicate politely with other team members
3. Be able to observe Health and Safety in the workplace	3.1 Follow the Health and Safety rules 3.2 Be aware of the possible hazards
4. Be able to follow a cleaning schedule	4.1 Select the appropriate cleaning materials 4.2 Use appropriate cleaning skills to clean different fixtures and fittings



## Indicative Content

1. Be able to present a professional image in the workplace.

Clothes and image are important when at work. Always dress smartly and appropriately. Learners should be well-groomed and create a positive impression.

2. Be able to communicate with colleagues in the workplace.

Communication can either be face-to-face or electronically. Learners should always listen, pay attention and communicate with colleagues in a suitable and appropriate tone.

3. Be able to observe Health and Safety in the workplace.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

4. Be able to follow a cleaning schedule.

Learners must demonstrate awareness of the various tasks when keeping to the work schedule, these could include: collecting uniform, cleaning equipment, tools and materials, cleaning surfaces, furnishings, carpets and windows, awareness of time and following instructions.

## Housekeeping - Working as a Domestic

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to present a professional image in the workplace	1.3 Collect a uniform 1.4 Wear a uniform
2. Be able to communicate with colleagues in the workplace	2.4 Listen to the day's instructions 2.5 Ask for help if required 2.6 Communicate politely with other team members
3. Be able to observe Health and Safety in the workplace	3.3 Follow the Health and Safety rules 3.4 Be aware of the possible hazards
4. Be able to follow a cleaning schedule	4.3 Select the appropriate cleaning materials 4.4 Use appropriate cleaning skills to clean different fixtures and fittings



## Indicative Content

5. Be able to present a professional image in the workplace.

Clothes and image are important when at work. Always dress smartly and appropriately. Learners should be well-groomed and create a positive impression.

6. Be able to communicate with colleagues in the workplace.

Communication can either be face-to-face or electronically. Learners should always listen, pay attention and communicate with colleagues in a suitable and appropriate tone.

7. Be able to observe Health and Safety in the workplace.

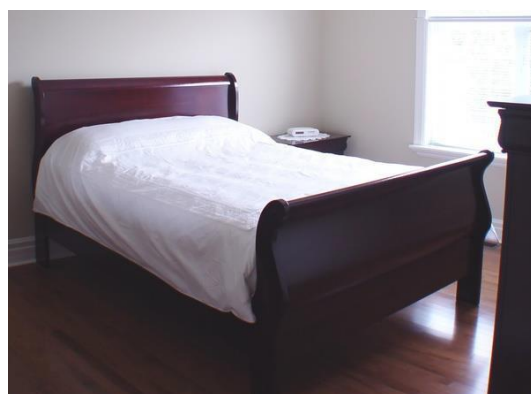
Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

8. Be able to follow a cleaning schedule.

Learners must demonstrate awareness of the various tasks when keeping to the work schedule, these could include: collecting uniform, cleaning equipment, cleaning inside and outside the toilet, cleaning a bath, cleaning a sink unit, awareness of time and following instructions.

## Housekeeping – Making a Bed

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to present a professional image in the workplace	1.1 Collect a uniform 1.2 Wear a uniform
2. Be able to communicate with colleagues in the workplace	2.1 Listen to the day's instructions 2.2 Ask for help or question if required 2.3 Communicate politely with other team members
3. Be able to observe Health and Safety in the work place	3.1 Follow Health and Safety rules 3.2 Be aware of possible hazards
4. Be able to collect clean linen	4.1 Select the correct bed linen and towels
5. Be able to strip and make the bed	5.1 Strip the bed 5.2 Deal with soiled linen 5.3 Make the bed



## Indicative Content

1. Be able to present a professional image in the workplace.

Clothes and image are important when at work, always dress smartly and appropriately. Learners should be well-groomed and create a positive impression.

2. Be able to communicate with colleagues in the workplace.

Communication can either be face-to-face or electronically. Learners should always listen, pay attention and communicate with colleagues in a suitable and appropriate tone.

3. Be able to follow health and safety in the workplace.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

4. Be able to collect clean linen.

Collect clean linen – bedding, towels from the laundry room or storage area.

5. Remove the bed linen in a safe way.

Remove all soiled bed linen and towels from bedrooms/bathrooms and transport to the designated area or laundry room.

## Handling Stock

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to present a professional image in the work place	1.1 Collect and wear uniform if needed
2. Be able to communicate with other team members in the workplace	2.1 Listen to the day's instructions 2.2 Communicate politely with other members of the team 2.3 Ask for help if needed
3. Be able to observe Health and Safety in the workplace	3.1 Follow Health and Safety rules 3.2 Be aware of possible hazards 3.3 Put the stock in the correct storage place 3.4 Stack the shelves safely 3.5 Use equipment safely



## Indicative Content

### 1. Be able to present a professional image.

Clothes and image are important when at work, always dress smartly and appropriately. Learners should be well-groomed and create a positive impression.

### 2. Be able to communicate with other team members in the workplace.

Communication can be either face-to-face or electronically. Learners should always listen, pay attention and communicate with colleagues and customers in a suitable and appropriate tone.

### 3. Be able to observe Health and Safety in the workplace.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk. The learners must put the stock in the correct storage place, stack the shelves safely and use equipment safely.

## Working in a Children's Nursery

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to follow Health and Safety rules	1.1 Follow Health and Safety rules 1.2 Be aware of possible hazards 1.3 Help to keep a safe and tidy classroom
2. Be able to communicate with children and members of the staff	2.1 Listen and follow the day's instructions 2.2 Ask for help if needed 2.3 Communicate politely with children and staff 2.4 Say "Hello" or sign to the children 2.5 Say "Goodbye" or sign to children 2.6 Show and understand PECs or picture cards
3. Be able to follow instructions and join in activities	3.1 Help the staff to set up the activities 3.2 Join in the activities when requested by members of the staff



## Indicative Content

### 1. Be able to follow Health and Safety rules.

Learners should always take care of their own health and safety. If possible, avoid wearing jewellery or loose clothing when working with children. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put themselves, children or other members of staff at risk and to be aware of any hazards in the nursery and to follow basic food hygiene and personal hygiene rules.

### 2. Be able to communicate with children and members of staff.

Communication can either be face-to-face or electronic.

Learners should always listen, pay attention and communicate politely in a suitable tone with appropriate choice of language for both children and staff. A knowledge of Makaton or BSL may be required and an understanding of and ability to use PECs or picture cards may also be required.

### 3. Be able to follow instructions and join in activities.

It is very important that learners are able to listen to and follow instructions from nursery staff when welcoming and communicating with children and parents, joining in activities, tidying the nursery or helping to set up activities.

## Working in a Garden

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to follow Health and Safety rules	1.1 Follow the Health and Safety rules 1.2 Be aware of the possible hazards 1.3 Collect/wear any clothing, shoes or gloves
2. Be able to follow a gardening schedule	2.1 Carry out the tasks
3. Be able to select and maintain the tools and equipment	3.1 Select any gardening tools required for the task 3.2 Clean the tools 3.3 Return the tools to their storage place
4. Be able to communicate with colleagues in the workplace	4.1 Listen to the day's instructions 4.2 Ask for help if required 4.3 Communicate politely with other team members



## Indicative Content

### 1. Be able to follow Health and Safety Rules.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

### 2. Be able to follow a gardening schedule.

Following a work schedule is very important when working in a garden or horticultural setting. Duties will include cleaning a variety of areas and car parks, weeding, digging, raking, collecting litter, emptying bins and general maintenance of the gardens.

### 3. Be able to select and maintain the tools and equipment.

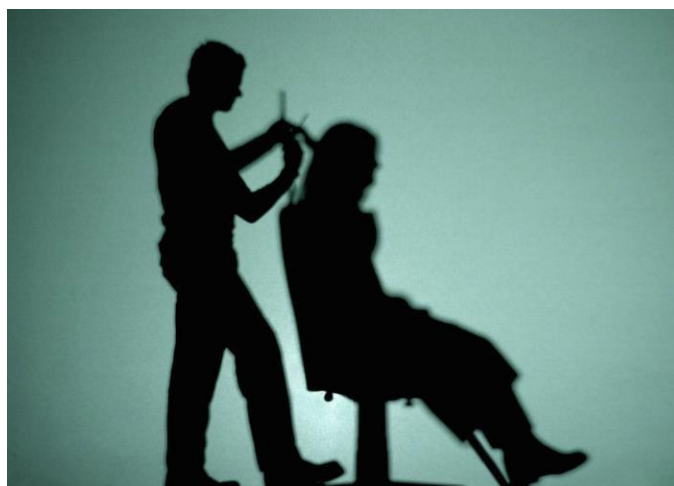
Learners will be expected to know the location of tools and equipment, be able to carefully collect the correct tools for the job and clean the tools safely before returning them to their designated storage area. These may include: spades, hoes, forks, rakes, wheelbarrows, trolleys, trucks, bins and composters.

### 4. Be able to communicate with colleagues in the workplace.

Communication can either be face-to-face or electronic. Learners should always listen, pay attention and communicate with colleagues and customers in a suitable and appropriate tone.

## Working in a Hairdressing Salon

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to present a professional image in a hairdressing salon	1.1 Collect a uniform 1.2 Wear a uniform
2. Be able to communicate with colleagues in a hairdressing salon	2.1 Listen to the day's instructions 2.2 Ask for help or question if required
3. Be able to communicate with customers in a hairdressing salon	3.1 Greet the customers and staff politely 3.2 Ask customers if they can hang up their coat 3.3 Ask customer if they require a magazine
4. Be able to follow Health and Safety rules in a hairdressing salon	4.1 Follow Health and Safety rules 4.2 Be aware of any possible hazards
5. Be able to maintain the standard of the working area	5.1 Sweep the floors 5.2 Clean the work stations 5.3 Polish the mirrors



## Indicative Content

### 1. Be able to present a professional image in the hairdressing salon.

Clothes and image are important when at work, always dress smartly and appropriately. Learners should be well-groomed and create a positive impression.

### 2. Be able to communicate with colleagues in a hairdressing salon.

Communication can either be face-to-face or electronic. Learners should always listen, pay attention and communicate with colleagues and customers in a suitable and appropriate tone.

### 3. Be able to communicate with customers in a hairdressing salon.

Learners should provide a positive customer experience; remember good eye contact, welcoming smile and a well-phrased greeting, answer the telephone politely, take and pass on messages. Learners being distracted, communicating with co-workers and ignoring customers creates a poor customer service. Always find a solution to customer's queries, this hopefully will ensure that they will return to the store on future occasions.

### 4. Be able to follow Health and Safety rules in a hairdressing salon.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

### 5. Be able to maintain the standard of the working area.

The high standard of the leisure club must be maintained by following procedures of cleaning the fitness equipment, floors and windows, pool testing and folding and re-stocking towels.

## Working in a Laundry

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to follow Health and Safety rules	1.1 Follow the Health and Safety rules 1.2 Be aware of possible hazards
2. Be able to communicate with colleagues in a Laundry	2.1 Listen to instructions 2.2 Ask for help if required
3. Be able to follow a work schedule	3.1 Sort items to be washed 3.2 Select wash programme 3.3 Wash and dry the items 3.4 Fold and place items in correct piles



## Indicative Content

### 1. Be able to follow Health and Safety rules.

Learners should always take care of their own health and safety. If possible, avoid wearing jewellery or loose clothing when working with children. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put themselves, children or other members of staff at risk and to be aware of any hazards in the laundry and to follow basic food hygiene and personal hygiene rules.

### 2. Be able to communicate with colleagues in a laundry.

Communication can either be face to face or electronically. Learners should always listen, pay attention and communicate in a suitable tone.

### 3. Be able to follow a work schedule.

Following a work schedule is of great importance when working in a laundry. Duties will include sorting items before and after the washing has taken place, knowing the correct wash programme for the different types of article, setting the wash programme and adding powder and conditioners if required and the ability to use a dryer safely.

## Working in an Office

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to follow Health and Safety rules	1.1 Follow the Health and Safety rules 1.2 Be aware of the possible hazards
2. Be able to identify types of equipment used in an office	2.1 Name the office equipment
3. Be able to use office equipment safely	3.1 Collect the post 3.2 Use the photocopier 3.3 Answer the telephone
4. Be able to communicate with members of the team	4.1 Speak politely 4.2 Report to the right person 4.3 Listen to the day's instructions



## Indicative Content

1. Be able to follow Health and Safety Rules.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

2. Be able to identify types of equipment used in an office.

Photocopiers, telephones, answering machines, computers, scanners, printers, electronic calculators, staplers, filing cabinets, guillotines, postal equipment are among the equipment used on a daily basis in an office, learners must therefore be aware of these types of equipment.

3. Be able to use office equipment safely.

Learners must constantly be aware of safety procedures when handling equipment – photocopiers, telephones, filing cabinets and the possible hazards when moving around an office – open filing drawers, cables.

4. Be able to communicate with members of the team.

Communication can either be face-to-face or electronic. Learners should always listen, pay attention and communicate with colleagues in a suitable and appropriate tone.

## Working in a Kitchen – Baking a Cake

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to present a professional image in the workplace	1.1 Collect a uniform 1.2 Wear a uniform
2. Be able to communicate with colleagues in the workplace	2.1 Listen to the day's instructions 2.2 Ask for help or question if required 2.3 Communicate politely with other team members
3. Be able to follow Health and Safety rules in the workplace	3.1 Follow Health and Safety rules 3.2 Be aware of possible hazards
4. Be able to follow a method for producing a cake	4.1 Select the appropriate utensils and equipment 4.2 Follow the method 4.3 Use the appropriate cleaning skills to clean the different fixtures and fittings 4.4 Clean the workspace, utensils and equipment



## Indicative Content

### 1. Be able to present a professional image in the workplace.

Clothes and image are important when at work, always dress smartly and appropriately. Learners should be well-groomed and create a positive impression.

### 2. Be able to communicate with colleagues in the workplace.

Communication can either be face-to-face or electronic. Learners should always listen, pay attention and communicate with colleagues in a suitable and appropriate tone.

### 3. Be able to follow Health and Safety in the workplace.

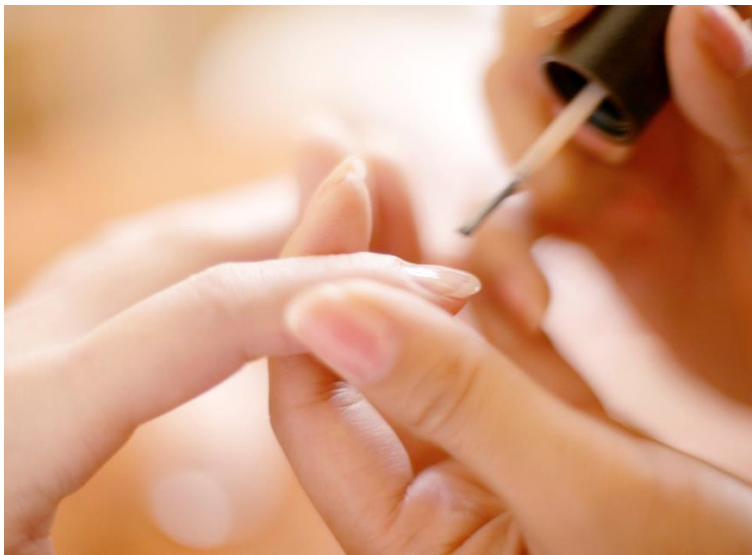
Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put themselves or other people at risk and to be aware of any hazards in the kitchen and to follow basic food hygiene and personal hygiene rules.

### 4. Be able to follow a method for producing a cake.

Learners will be expected to follow a method to produce a cake either independently or by verbal or visual instructions. These instructions will include selecting the correct utensils and equipment and using them safely, accurately weighing and measuring ingredients, preparing the cake, selecting and setting correct temperature and cooking time and cleaning the work area and floor.

## Working in a Beauty Salon

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to present a professional image in a beauty salon	1.1 Collect a uniform 1.2 Wear a uniform 1.3 Wear their hair in a suitable and tidy style
2. Be able to communicate with colleagues in a beauty salon	2.1 Listen to the day's instructions 2.2 Ask for help or question if required
3. Be able to communicate with customers in a beauty salon	3.1 Greet the customers and staff politely 3.2 Ask customer if they can hang up their coat 3.3 Ask customer if they require a magazine or a drink
4. Be able to follow Health and Safety rules in a beauty salon	4.1 Follow Health and Safety rules 4.2 Be aware of any possible hazards
5. Be able to clean and maintain the standard of the working area	5.1 Sweep the floors 5.2 Clean the work stations



## Indicative Content

1. Be able to present a professional image in a beauty salon.

Clothes and image are important when at work, dress smartly and appropriately for the job, always be well-groomed and create a positive impression. Their hair should be away from the face and they must have short clean nails, free from acrylic or gel.

2. Be able to communicate with colleagues in a beauty salon.

Communication can either be face-to-face or electronic. Learners should always listen, pay attention and communicate with colleagues in a suitable and appropriate tone.

3. Be able to communicate with customers in a beauty salon.

Learners should provide a positive customer experience; remember good eye contact, welcoming smile and a well-phrased greeting, answer the telephone politely, take and pass on messages. Learners being distracted, communicating with co-workers and ignoring customers creates poor customer service. Always find a solution to customer's queries, this hopefully will ensure that they will return to the salon on future occasions.

4. Be able to follow Health and Safety in the beauty salon.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

5. Be able to clean and maintain the standard of the working area.

The high standard of the salon must be maintained by following the cleaning procedures of cleaning work stations, wash basins, mirrors and equipment and sweeping the floors.

## Working in a Leisure Club

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to present a professional image in a leisure club	1.1 Collect a uniform 1.2 Wear a uniform 1.3 Wear their hair in a suitable and tidy style
2. Be able to communicate with colleagues in a leisure club	2.1 Listen to the day's instructions 2.2 Ask for help if required
3. Be able to follow Health and Safety rules in a leisure club	3.1 Follow Health and Safety rules 3.2 Be aware of any possible hazards
4. Be able to clean and maintain the working area	4.1 Clean the floors 4.2 Clean the windows 4.3 Clean the fitness equipment 4.4 Pool testing 4.5 Fold and re-stock towels



## Indicative Content

1. Be able to present a professional image in a leisure club.

Clothes and image are important when at work, always dress smartly and appropriately. Learners should be well-groomed and create a positive impression.

2. Be able to communicate with colleagues in a leisure club.

Communication can either be face- to-face or electronic. Learners should always listen, pay attention and communicate with colleagues and customers in a suitable and appropriate tone.

3. Be able to follow Health and Safety rules in a leisure club.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

4. Be able to clean and maintain the cleaning standards of the working area.

The high standard of the leisure club must be maintained by following procedures of cleaning the fitness equipment, floors and windows, pool testing and folding and re-stocking towels.

## Working in a Library

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to follow Health and Safety rules	1.1 Follow the Health and Safety rules 1.2 Be aware of the possible hazards
2. Be able to identify different types of equipment used in a library	2.1 Name library equipment
3. Be able to carry out tasks used in a library	3.1 Collect the post 3.2 Use the photocopier 3.3 Answer the telephone 3.4 Sort the books 3.5 Place the books in the correct shelves
4. Be able to communicate with members of the team	4.1 Speak politely 4.2 Report to the right person 4.3 Listen to the day's instructions 4.4 Speak to the customers



## Indicative Content

1. Be able to follow Health and Safety rules.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

2. Be able to identify types of equipment used in the library.

Photocopiers, microfiche, low vision viewers, telephones, answering machines, computers, scanners, printers are among the equipment used on a daily basis in a library, learners must therefore be aware of these types of equipment.

3. Be able to carry out tasks used in a library.

Communication can either be face-to-face or electronic. Learners should always listen, pay attention to and communicate with colleagues and customers in a suitable and appropriate tone.

4. Be able to communicate with members of the team.

Communication can either be face-to-face or electronic. Learners should always listen, pay attention and communicate with colleagues and customers in a suitable and appropriate tone.

## Working in Maintenance

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to follow Health and Safety rules	1.1 Follow the Health and Safety rules 1.2 Be aware of the possible hazards 1.3 Collect/wear any clothing, shoes or gloves
2. Be able to follow a work schedule	2.1 Carry out the tasks
3. Be able to select and maintain the tools and equipment	3.1 Select any tools required for the task 3.2 Clean the tools 3.3 Return the tools to their storage place
4. Be able to communicate with colleagues in the workplace	4.1 Listen to the day's instructions 4.2 Ask for help if required 4.3 Communicate politely with other team members



## Indicative Content

1. Be able to follow Health and Safety rules.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk.

2. Be able to follow a work schedule.

Following a work schedule is very important when working in maintenance. Duties will include cleaning a variety of areas and car parks, maintaining gardens, making simple repairs, emptying waste bins.

3. Be able to select and maintain the tools and equipment.

Learners will be expected to know the location of tools and equipment, be able to carefully collect the correct tools for the job and clean the tools safely before returning to their designated storage area.

4. Be able to communicate with colleagues in the workplace.

Communication can either be face-to-face or electronic. Learners should always listen, pay attention and communicate with colleagues in a suitable and appropriate tone.

## Working as a Volunteer

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to communicate when working as a volunteer	1.1 Report to the right person 1.2 Listen to the day's instructions 1.3 Ask for help if required 1.4 Communicate politely with others in the team 1.5 Know who to report to with a problem
2. Be able to follow Health and Safety rules in the workplace	2.1 Follow the Health and Safety rules 2.2 Be aware of possible hazards 2.3 Use equipment safely
3. Be able to carry out tasks when working as a volunteer	3.1 Identify different types of tasks 3.2 Know the types of equipment to be used to carry out the tasks 3.3 Make use of help and advice



## Indicative Content

1. Be able to communicate when working as a volunteer.

Communication can either be face-to-face or electronic.  
Learners should always listen, pay attention and communicate in a suitable tone.

2. Be able to follow Health and Safety in the workplace.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put themselves or other people at risk and to be aware of any hazards in the kitchen and to follow basic food hygiene and personal hygiene rules.

3. Be able to carry out tasks when working as a volunteer.

Learners must be able to carry out a variety of tasks as required by the organisation/business. They must be able to safely use a variety of equipment and be willing ask for and listen to advice and instructions.

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# Essential Employment Section

## Internal assessment

### Internal assessment

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier will visit the centre to sample and quality assure internal processes.

## Complete a Workplace Diary

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to make a diary entry	1.1 List their activities 1.2 Enter the name of their workplace 1.3 Enter the date
2. Be able to record communication with colleagues and supervisors in the workplace	2.1 List the people they have asked for help
3. Be able to record their workplace progress	3.1 Detail the progress 3.2 List their reasons



## Indicative Content

1. Be able to make a diary entry.

An entry either electronically or written.

2. Be able to record communication with colleagues and supervisors in the workplace.

Communication can be formal or informal, verbal or non-verbal.

3. Be able to record their workplace progress.

Record their progress in workplace.

## Knowing their Goals

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to recognise their strengths	1.1 List the three things they are good at 1.2 Explain three things they would like to improve
2. Be able to recognise their goals	2.1 Choose a short term learning goal 2.2 Choose a long term learning goal
3. Be able to state how they will achieve their goals	3.1 State how they will achieve their short term learning goal 3.2 State how they will achieve their long term goal



## Indicative Content

### 1. Be able to recognise their strengths.

The learner will need to identify their own personal skills and qualities which could be needed by an employer. These may include specific job tasks, punctuality, good communication skills and working in a team, being hard working, well-motivated and any experience they have gathered during their school /college training.

### 2. Be able to recognise their goals.

Recognise achievable and realistic short term goals related to the job role and be able to identify a potential long term goal.

### 3. Be able to state how they will achieve their goals.

The learners, probably with the help of a tutor, mentor or work colleague, will be guided or recognise how they will achieve their own personal goals. Evidence may include oral/written questions, projects, diaries, or other form of evidence.

## Solving a Problem in the Workplace

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to identify a problem in the workplace	1.1 Recognise a problem in their workplace
2. Be able to understand problem-solving techniques	2.1 Identify who they would speak to about their problem 2.2 Ask for advice and help 2.3 Use a technique to solve a problem



## Indicative Content

1. Be able to identify a problem in the workplace.

Many types of problems could occur in the workplace and learners would be expected to recognise and identify them. These could include: stock replacement, broken tools or equipment, sickness or accidents to self or others, bullying, difficulties with customers or other colleagues or simply needing help or advice to carry out their work.

2. Be able to understand problem-solving techniques.

Learners must be aware who they would speak to or contact if any problems should occur or if they need advice or help to overcome or solve the problem.

## Talking in a Team

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to talk within a team in the workplace	1.1 Greet the team in their own way 1.2 Communicate with the team in their own way
2. Be able to respond and ask questions of the team	2.1 Respond to questions from the team 2.2 Ask simple questions of the team



## Indicative Content

1. Be able to work within a team in the workplace.

Communication can be either face-to-face or electronic.

Learners should always listen, pay attention and communicate in a suitable tone or in their own special way.

2. Be able to respond and ask questions of the team.

Learners must be able to respond to questions from colleagues, mentors and employers, making eye contact where possible, speaking politely and to open and close a conversation.

## Telephone Skills

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to answer a telephone call	1.1 Speak as clearly as possible 1.2 Be polite
2. Be able to listen and respond to questions	2.1 Listen carefully 2.2 Respond to questions 2.3 Check the answers 2.4 Greet and end call courteously



## Indicative Content

### 1. Be able to answer/make a telephone call.

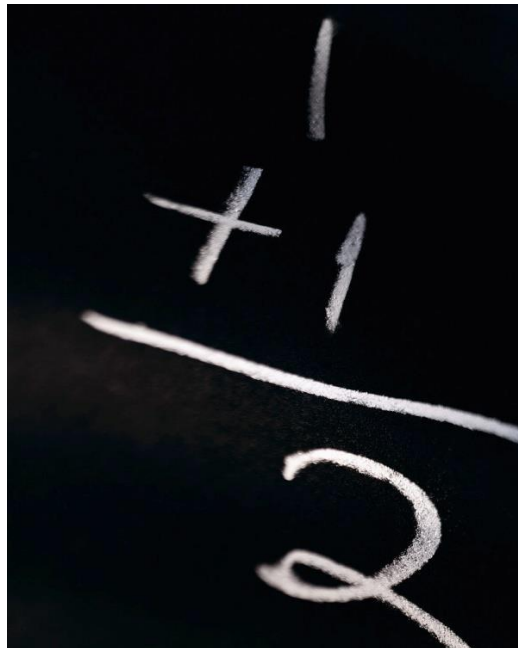
Telephone skills are important in home, personal and working life. Learners will be expected to answer/make a telephone call and speak politely and clearly throughout.

### 2. Be able to listen and respond to questions.

Listening skills are an important requirement when using the telephone. Learners will be required to listen carefully to the caller before responding politely, checking the answers if required and ending the call with courtesy.

## Using Number to Support Employability

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to identify cost and size	1.1 State the cost of clothing for work 1.2 State the cost of leisure wear 1.3 State the sizes they will need
2. Be able to budget their spending	2.1 State their spending in the workplace 2.2 State their spending on leisure activities
3. Be able to identify time	3.1 Identify the time to leave home for work 3.2 State the time of travel for work 3.3 Identify the arrival time at work
4. Be able to identify the length and days of the working week	4.1 State the hours of work 4.2 State the days of the week



## Indicative Content

### 1. Be able to identify cost and size.

The learners will know cost and sizes of personal clothing and shoes for work and for leisure time, these to include waist, hips and chest and to identify whether size 10, 12, 14, 16, 18 and upwards.

### 2. Be able to budget their spending.

Working within a budget, the learner will recognise the need to work within their own personal budget when spending on clothing for the workplace or for leisure, the cost of travel to and from the workplace and any leisure activities, the day-to-day costs in the workplace for drinks, snacks and meals and any leisure pursuit they undertake.

### 3. Be able to identify time.

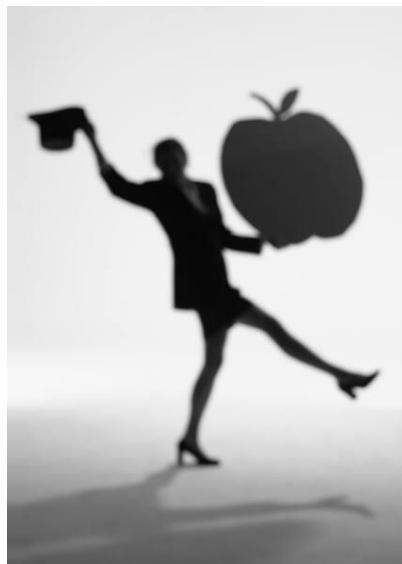
As punctuality is an important part of the working day, learners must show knowledge of and recognise the importance of timekeeping. They must be aware of the time to leave home, the duration of the journey and the time to arrive at the workplace.

### 4. Be able to identify the length and days of a working week.

Knowledge of the seven days of the week, the working week, which days they will work and the length of the working day must be recognised by the learner.

## Making Employment Choices

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to indicate a range of jobs they see others doing	1.1 Make a list of jobs their family or friends are doing 1.2 Make a list of jobs they see people doing
2. Be able to indicate a list of indoor and outdoor employment choices	2.1 Prepare a list of indoor jobs 2.2 Prepare a list of outdoor jobs
3. Be able to tell us about a job they have selected	3.1 Select one indoor job they would like to do 3.2 Tell us some of the tasks they may have to do 3.3 Select one outdoor job they would like to do 3.4 Tell us some of the tasks they may have to do



## Indicative Content

1. Be able to indicate a range of jobs they see others doing.

Recognise and indicate the work completed by members of the learner's family, carers, friends or fellow students – nurses, teachers, support workers, office workers, shop assistants, hairdressers and gardeners.

2. Be able to indicate a list of indoor and outdoor jobs.

Learners will compile a list of jobs they would consider, giving reasons for their choice in either indoor or outdoor employment. These could be in a number of indoor work areas including offices, shops, hospitals, supermarkets or if they prefer working outdoors they may include garden centres, parks, car wash, outdoor maintenance etc.

3. Be able to tell us about a job they have selected.

Give reasons for choice of job stating for example - opportunity to work in a busy supermarket to meet and work with other people, as a car mechanic due to learner's interest in machines, also, to indicate the skills and tasks required in the selected employment.

## Handling Money

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to understand coin and note values	1.1 Identify coin and note values 1.2 Sort coins and notes into different value groups
2. Be able to use money with the customer	2.1 Ask the customer for the right amount 2.2 Check the money given by the customer 2.3 Provide the right change
3. Be able to look after the money	3.1 Contribute to counting takings 3.2 Identify a safe place to store takings



## Indicative Content

1. Be able to understand coin and note values.

The learners must have a good working knowledge of coin and note values – 1p, 2p, 5p, 10p, 20p, 50p and £1, £5, £10 and £20. They must also be able to place coins and notes into the different value groups.

2. Be able to use money with the customer.

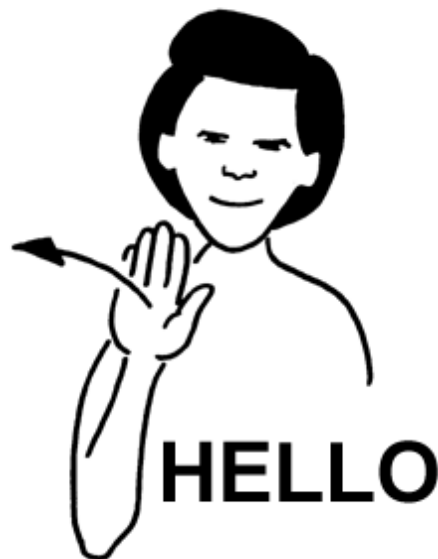
The learners will be able to ask the customer politely for the amount due for their purchase, to calculate the change and give the right amount of change to the customer.

3. Be able to look after money.

The learner could be expected to assist in the counting of money, sorting into values and show awareness of the safe place where money is stored.

## Reading Words, Signs and Symbols

<b>Learning outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Be able to identify simple social words or signs	1.1 Understand some simple social sight words, signs or symbols
2. Be able to identify simple words or work-based signs	2.1 Understand some simple words, work-based signs or symbols
3. Be able to identify some simple linking words	3.1 Understand simple linking words, signs and symbols



## Indicative Content

1. Be able to identify simple social words or signs.

Read and sign some simple social sight words, signs or symbols for example: Hello, Goodbye, Yes, No, Good, Bad, Child, Mother, Father.

2. Be able to identify simple work-based words or signs.

Read and sign some simple work-based words, signs or symbols for example: Shop, Money, Kitchen, Wash.

3. Be able to identify some simple linking words.

Read or sign some simple linking words for example: In, And, For, Where, When, For, To, But.

## Writing to Communicate

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to write and identify simple work-based words	1.1 Understand and write letters of the alphabet in upper case 1.2 Understand and write letters of the alphabet in lower case 1.3 Understand and write simple work-based words 1.4 Understand and write simple sentences
2. Be able to write a simple note	2.1 Understand and write a simple note



## Indicative Content

### **1. Be able to write and identify simple work-based words**

Candidates will be expected to read, copy and write letters of the alphabet in upper and lower case, write simple work-based words and sentences and listen and write simple words.

### **2. Be able to write a simple note**

Candidates will be expected to write simple notes e.g. detailing the contents for a shopping list, for home, school or college or a note saying e.g. they will be late home from school or college, a reminder of a doctor's appointment, a friend or family member telephoned.

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# Preparing Yourself for Employability

## Section

### Internal assessment

#### Internal assessment

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier, will visit the centre to sample and quality assure internal processes.

## Being Healthy – Eating Well

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to select healthy choices	1.1 Name types of food on the Eat Well Plate 1.2 Give examples of Five-a-Day foods 1.3 Name a healthy convenience food 1.4 Name a healthy snack
2. Be able to identify unhealthy choices	2.1 Name types of food which are bad for our health 2.2 Name an unhealthy convenience food 2.3 Name an unhealthy snack
3. Be able to plan and select healthy eating choices for a day	3.1 Show or tell a healthy food/drink at breakfast, at lunch and at dinner
4. Be able to review their own diet	4.1 How often do they eat unhealthy food? 4.2 How often do they eat healthy food?



## Indicative Content

1. Be able to select healthy choices.

Examples include - Grains, beans, soya, nuts, pulses, dairy products, fruit, vegetables, meat, fish and shellfish and herbal teas and water.

2. Be able to identify unhealthy choices.

Examples include - Fried foods, fizzy drinks, foods high in saturated fats, take away food, sweets, processed foods, red meat and refined grain products.

3. Be able to plan and select healthy eating choices for a day.

Select foods with - less sugar, less fat (only good fats), more variety, more greens, vegetables, fruit and grains.

4. Be able to review their diet.

To be able reflect and re-examine their diet.

## Being Healthy – Keeping Fit

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to select different ways of keeping fit	1.1 Give reasons why keeping fit is good for their health 1.2 List different sports
2. Be able to give details of why keeping fit is good for their health and well being	2.1 List the benefits of keeping fit
3. Be able to review their own fitness	3.1 State how often they exercise? 3.2 State or show how they can improve their fitness
4. Be able to take part in either an existing or new fitness or sporting activity	4.1 Join in with a team or individual sport or fitness activity



## Indicative Content

### 1. Be able to select different ways of keeping fit.

There are various types of exercise, and we can choose from them according to our purpose, age and health. For example, Aerobic exercises, which are also called cardiovascular exercises, help to prevent heart and lungs diseases. Aerobic dance, cycling & swimming are few of the examples of aerobic exercises. Another kind of exercise is weight-bearing exercise. It works against the force of gravity, and is important for building strong muscles and bones. Examples of weight-bearing exercises are walking, jogging, hiking & climbing stairs. Weight training or strength training exercise is done to build strength and muscles; its examples are push-ups, lifting weights, etc.

### 2. Be able to give details of why keeping fit is good for their health and well-being.

Physical exercise helps you in developing and maintaining physical fitness. It improves alertness and overall health. It gives strength to their muscles, and helps in maintaining a healthy weight. Frequent and regular physical exercise boosts up their immune system and helps to prevent various diseases, such as, heart disease, diabetes, high blood pressure, bone diseases, etc. Moreover, exercising prevents depression and improves mental health by relieving stress and anxiety. Doing exercise keeps them flexible and agile; it also increases their strength and stamina. They can also enjoy sound sleep by exercising regularly.

### 3. Be able to review their fitness.

Look at your current fitness, set short and long term goals, but remember never to start a new diet or exercise plan, without first consulting a doctor.

### 4. Be able to take part in either an existing or new fitness or sporting activity.

Examples include football, swimming, athletics, jogging, skiing, archery, table tennis, roller skating, walking, cycling, boccia, line dancing, ballroom, theatre dance, yoga and bowling.



## Indicative Content

### 1. Be able to greet the customer.

Whether in a retail store, hotel or in any customer-facing situation, those first few seconds set the tone and create that crucial first impression that the customer will have about the staff and the company, learners should remember good eye contact, a welcoming smile and a well-phrased greeting.

### 2. Be able to listen to customer requests.

Listening is often described as an art, because being a good listener involves more than just hearing what someone has to say. Good listening skills should be developed to assist with the customer's needs.

### 3. Be able to be friendly and polite to the customer whilst dealing with their request.

Learners should smile when greeting the customer; ask open-ended questions. This will allow the learner to deal with the customer's requests.

### 4. Be able to provide customer service.

Learners should provide a positive customer experience; remember good eye contact, welcoming smile and a well-phrased greeting, answer the telephone politely, take and pass on messages. Learners being distracted, communicating with co-workers and ignoring customers creates a poor customer service. Always find a solution to customers' queries, this hopefully will ensure that they will return to the store on future occasions.

### 5. Be able to ask for help if required.

Knowing and recognising when help is required is an important skill in the workplace. Learners must have knowledge of the correct person to ask for help. Speak politely and listen to their advice or instruction.

## Planning a Journey to the Workplace

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know about the options for travelling to and from a workplace	1.1 Indicate the workplace 1.2 Identify types of transport to get to the workplace 1.3 State how long the journey will take 1.4 State if money is required for the journey
2. Be able to safely plan a safe route to the workplace	2.1 Plan a route to their workplace 2.2 Identify who to contact if help is required on the journey



## Indicative Content

1. Know about the options for travelling to and from the workplace.

Knowledge of various modes of transport must be considered when planning the journey to the workplace whether this be college/school bus, local transport bus, train or taxi. Learners will be able to plan a route to the required destination, be aware of the type and cost if using public transport or taxi and know the approximate journey time to arrive promptly at the workplace. Learners should also recognise if the journey would be alone or with support.

2. Be able to safely plan a safe route to the workplace.

When planning the journey, consideration should be given to start and finish times in the workplace, distance and journey time, cost of travel and timetables for public transport. Should any incident occur to themselves or others, learners must know the person to whom they should report and state clearly the problem this has caused, whether this be inappropriate, behaviour, bullying, sickness or accident.

## Preparing a CV

<b>Learning outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Be able to prepare a CV	1.1 Gather information required for a CV including their strengths and previous work experience
2. Be able to produce a CV	2.1 Produce a CV using a template



## Indicative Content

### 1. Be able to prepare a CV.

When preparing a CV the learners must show knowledge and be able to prepare and write about their own strengths and weaknesses together with any workplace experiences which have taken place during previous work experience and training.

### 2. Be able to produce a CV.

A number of formatting skills will be used in the production of the learner's CV – key board skills, opening, closing and printing a document, using a template and checking the layout of their work and spellings.

## Preparing for the Workplace

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to identify knowledge of the workplace	1.1 Give the name of their workplace 1.2 State where the workplace is situated 1.3 State how they will travel to the workplace 1.4 Give the name of the person they will report to 1.5 Show or tell what to wear at work
2. Be able to identify time	2.1 Identify the time they will start work 2.2 Identify the time they will finish work



## Indicative Content

### 1. Be able to identify knowledge of the workplace.

Learners must have a good working knowledge of their workplace – the name of the business, where it is situated, how to get there by their own means or public transport, name of the responsible person to whom they would report and if uniform is required and by whom it would be laundered.

### 2. Be able to identify time.

Punctuality is a necessity in the workplace, learners must be aware of start and finish times, break or lunch breaks if required.

## Health & Safety in the Workplace

<b>Learning outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
1. Be able to follow Health and Safety procedures in the workplace	1.1 Identify the emergency services which may be need 1.2 State how you would contact the required service 1.3 Follow the work place emergency procedures
2. Be able to understand and report a potential hazard in the workplace	2.1 Recognize a potential hazard in the work place 2.2 Identify the person responsible for reviewing Health and Safety



## Indicative Content

### 1. Be able to follow Health and Safety procedures in the workplace

Candidates should always **take care** of their own health and safety. If possible avoid wearing jewellery or loose clothing. If operating machinery ensure long hair is tucked away. Candidates must take reasonable care not to put other people at risk and be able to identify, if an emergency occurs, the emergency service required and to follow emergency procedures i.e. Knowledge of the safe haven, use of the stairs not lifts, moving at a sensible pace and not running etc.

### 2. Be able to understand and report a potential hazard in the workplace

Upon recognising any potential hazards or emergency in the workplace i.e. breakages, loose cables, water spills etc. candidates must be aware of the responsible person for Health and Safety and be able to report to them clearly and calmly.

## Personal Health and Hygiene

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to understand the importance of personal hygiene	1.1 State the value of personal hygiene 1.2 List ways of maintaining personal hygiene
2. Be able to take an active role in their personal hygiene	2.1 Wash and dry hands correctly 2.2 Keep hair clean and tidy 2.3 Wear clean and suitable clothing/shoes for the task 2.4 Wear hat/hairnet/other as suitable for the task 2.5 Wear only suitable jewellery for the task
3. Be able to understand healthy working practice	3.1 Tell mentor or tutor of any cuts, grazes or health conditions 3.2 Ask mentor or tutor to treat any cuts, grazes or health conditions



## Indicative Content

1. Be able to understand the importance of personal hygiene.

Personal hygiene is very important when working in a team, meeting customers and for the learners' own health and wellbeing. They should recognise the need for clean hands, hair and body, for hair to be brushed and in a neat and tidy style, the use of deodorants and a general clean and tidy appearance. They should also ensure the cleanliness of uniform, shoes and whether hats/hair nets are required.

2. Be able to take an active role in their personal hygiene.

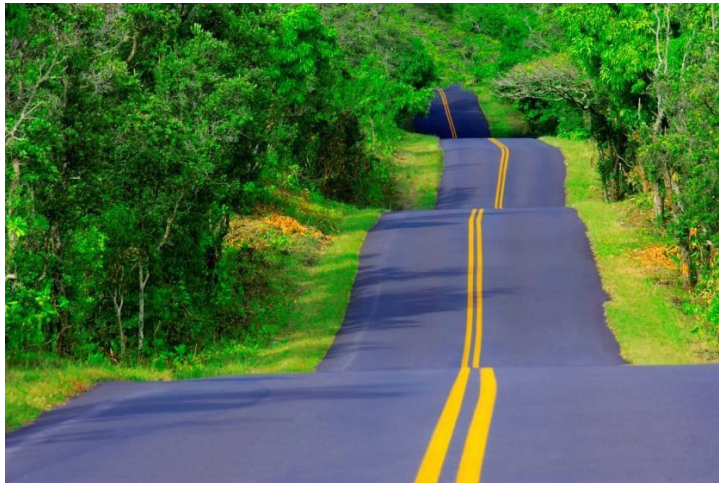
Learners should be able to arrive at the workplace having undergone their own personal hygiene preparations at home, including washing, bathing, hair care and showers and know when hands, hair and face should be clean at the workplace.

3. Be able to understand healthy working practice.

Learners must be aware of the person they should tell if they get any cuts or grazes, if sickness occurs or if they suffer from any health or skin conditions.

## Plan a Journey

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to travel safely	1.1 Explain how they would travel safely
2. Be able to identify a problem on the journey	2.1 Identify the person responsible for safety on their journey 2.2 Describe any problem they may encounter



## Indicative Content

### 1. Be able to travel safely.

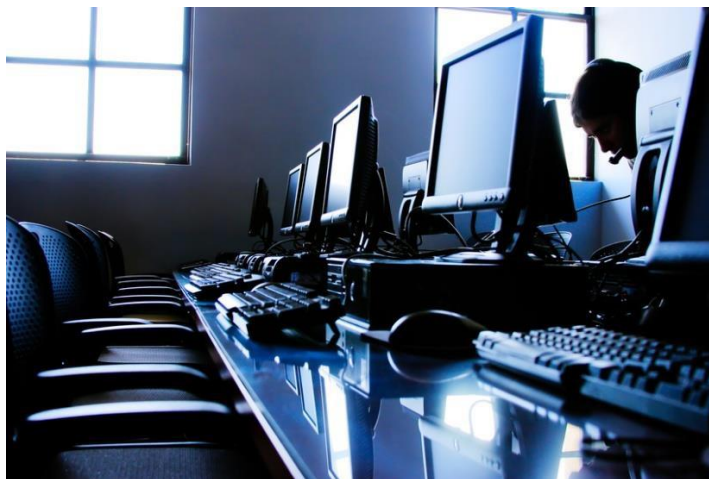
When travelling by bus learners must be able to sit safely, sensibly and securely using and fastening their seat belts, ensure they have money for public transport and keep their money in a secure place behaving appropriately and with consideration for others.

### 2. Be able to identify a problem on the transport.

Learners must be aware of the person in charge of the transport and speak politely when reporting a problem of any kind for example – broken seat belts, loss of money, sickness or injury, bullying or bad behaviour.

## Communicating with ICT

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to use ICT as a means of communication	1.1 Select an appropriate device to communicate 1.2 Use the selected device
2. Be able to access a range of devices to research information	2.1 Find information using ICT



## Indicative Content

1. Be able to use ICT as a means of communication.

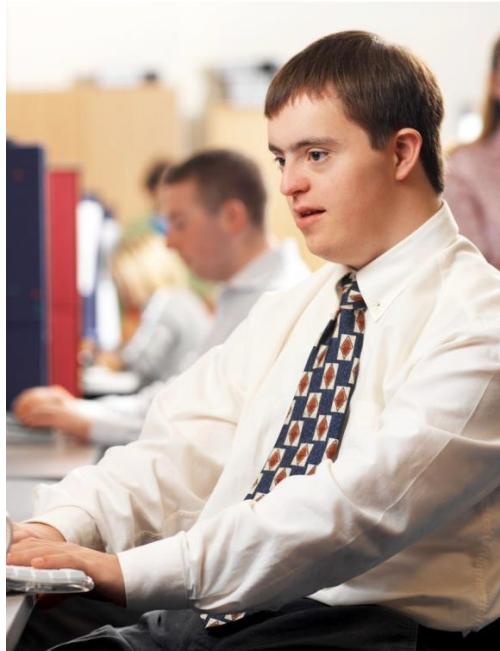
The learners will have knowledge of and be able to safely use a variety of ICT equipment, these may include: video camera, television, TV remote controls, digital camera, voice activated software and multimedia programmes.

2. Be able to access a range of devices to research and to communicate.

Learners will have knowledge of and be able to safely use a variety of equipment: telephones, mobile phones, email, internet, communication aids/AACs/switches.

## Word Processing

<b>Learning outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
1. Be able to use a computer to open a document	1.1 Open a new word document 1.2 Save and close a document
2. Be able to format a document	2.1 Show knowledge of : <ul style="list-style-type: none"><li>• Underlining</li><li>• Bold</li><li>• Italic</li><li>• Changing fonts</li></ul>



## Indicative Content

1. Be able to use a computer to open a document.

In using a computer, learners will have knowledge of and be able to switch on a computer, log on and off, enter a password if necessary and to open and close a document/file.

2. Be able to format a document.

When formatting a document, learners will be able to demonstrate use of keyboard skills, underline, bold, italics, changing fonts and font sizes and how to save and name a document.

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# Enterprise Section

## Internal assessment

### Internal assessment

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes and assessment criteria. Work will be set to improve practical skills, knowledge and understanding. For practical units, observations will be undertaken by a centre **assessor**.

All work must be collected in a **portfolio of evidence** and referenced to assessment criteria.

The centre will have an internal quality assurer whose role is to check the centre's assessment decisions. An English Speaking Board External Verifier will visit the centre to sample and quality assure internal processes.

## Enterprise – Planning a Cake Business

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to set up a group to plan a cake business	1.1 Discuss skills needed for running the business
2. Be able to take part in a group enterprise	2.1 Select a name for the business 2.2 Select a venue to sell the product 2.3 Discuss appropriate dress when selling their product
3. Be able to follow Health and Safety rules in the workplace	3.1 Identify correct food hygiene rules 3.2 Identify hazards in the kitchen 3.3 Discuss personal hygiene 3.4 Identify reasons for keeping the kitchen clean



## Indicative Content

1. Be able to set up a group to plan a cake business.

Within the group, learners would be expected to be involved in the planning of the enterprise, discussing and making decisions regarding products, venues, business names, equipment required, health and safety needs and policies, prices of products and appropriate dress for the various roles.

2. Be able to take part in a group enterprise.

Learners would be expected to work and communicate within a group situation, showing awareness of other team members and customers, their ability to work and sustain their own role and to recognise the importance of each role within the group.

3. Be able to follow Health and Safety rules in the workplace.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put other people at risk and to be aware of any hazards in the kitchen and to follow basic food hygiene and personal hygiene rules.

## Enterprise – Sweet Bags

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to communicate with customers and other team members in the workplace	1.1 Listen to the day's instructions 1.2 Communicate with the team 1.3 Serve the customer politely 1.4 Sell the sweet bags
2. Be able to follow Health and Safety rules in the workplace	2.1 Follow the Health and Safety rules
3. Be able to carry out tasks when preparing the sweet bags	3.1 Select the sweets 3.2 Count each type of sweet 3.3 Bag the sweets 3.4 Weigh the sweets 3.5 Label the sweets 3.6 Stack the sweets
4. Be able to handle money with the customer	4.1 Collect the money 4.2 Give correct change



## Indicative Content

### 1. Communicate with the customers.

Learners would be expected to work and communicate politely within a group situation, showing awareness of other team members and customers, their ability to work and sustain their own role and to recognise the importance of each role within the group.

### 2. Be able to follow Health and Safety rules in the workplace.

Learners should always **take care** of their own health and safety. If possible, avoid wearing jewellery or loose clothing. If operating machinery, ensure long hair is tucked away. Learners must take reasonable care not to put themselves or other people at risk and to be aware of any hazards in the kitchen and to follow basic food hygiene and personal hygiene rules.

### 3. Be able to carry out tasks when preparing the sweet bags.

Following a work schedule is very important when carrying out tasks for an enterprise business. Duties will include preparing the sweet bags by selecting, counting, weighing and labelling.

### 4. Be able to handle money.

The learners will be able to ask the customer politely for the amount due for their purchase, to calculate the change and give the right amount of change to the customer.

## Plan an Enterprise

<b>Learning outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Be able to set up a group to plan an enterprise	1.1 Select a business name 1.2 Indicate roles in the business
2. Be able to take part in a group enterprise	2.1 Choose a product to sell 2.2 Choose a suitable venue to sell their product 2.3 Identify requirements for setting up an enterprise 2.4 Identify the resources/equipment 2.5 Discuss a price 2.6 Discuss appropriate dress when selling their product
3. Evaluate their own role within the enterprise	3.1 List the task they enjoyed 3.2 List the difficult tasks



## Indicative Content

1. Be able to set up a group to plan an enterprise.

Within the group, learners are expected to be involved in the planning of the enterprise, discussing and making decisions regarding products, venues, business names, equipment required, health and safety needs and policies, prices of products and appropriate dress for various roles.

2. Be able to take part in a group enterprise.

Learners would be expected to work and communicate within a group situation, showing awareness of other team members and customers, their ability to work and sustain their own role and to recognise the importance of each role within the group.

3. Evaluate own role within the enterprise.

Recognise how their own role has benefited the whole enterprise, relating the tasks they have enjoyed and those which were difficult and where improvements could be made in the future running of the project.



**The English Speaking Board (International) Ltd**

9 Hattersley Court, Ormskirk

Lancashire L39 2AY

Tel: (+44) 01695 573439

Fax: (+44) 01695 228003

Web: [www.esbuk.org](http://www.esbuk.org)

Email: [admin@esbuk.org](mailto:admin@esbuk.org)

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