

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

*Maximum Guided Learning Hours: 90*

*Total Qualification time: TBC*

*Total Credits: 12*

*Qualification Code: 600/2847/6*

*WAMITAB Code: PFEE2*



*Version 6, December 2016*

## About WAMITAB and this Qualification Handbook

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### About WAMITAB

WAMITAB is an awarding organisation and charity that develops qualifications for those working in resource management and recycling; cleaning; street cleansing; facilities management; and parking from operative through to management level.

Since it was formed in 1989, WAMITAB has evolved in line with the convergence between the sectors with a clear focus on promoting and supporting environmental sustainability. With over 120 qualification pathways and 70 quality assured centres, WAMITAB offers an unrivalled specialist network to support staff development.

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### Equal Opportunities

WAMITAB supports the principles of equal opportunities and we are committed to meeting these principles in the provision of all our qualifications and assessments. We firmly believe that all learners and stakeholders are therefore entitled to receive equal treatment irrespective of age, sex, race, marital status, religion, disability or sexual orientation.

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### The Purpose of this Qualification Handbook

Welcome to your WAMITAB Qualification Handbook. This will help you to complete your Entry Level Award in Preparing for Employment (Entry 2). It contains:

- The units you need to achieve to complete your qualification.
  - Information about your responsibilities as a candidate.
  - Reference information covering each learning outcome and assessment criteria.
  - Activities you can use to test your understanding.
  - Forms you can use to record and organise your evidence.
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## Candidate Information

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**Name**

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**WAMITAB Candidate Number**

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**Registration Date**

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**Enrolment Date**

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**Centre Name**

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**Centre Address**

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**Centre Contact**

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**Assessor Name**

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## Frequently Asked Questions

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### **What is a qualification?**

A qualification is nationally recognised, based on National Occupational Standards and gained in the workplace. Achieving your qualification demonstrates that you can work to the standards expected by employers in your industry.

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### **What is the objective of this qualification?**

Learners will develop the key personal skills, qualities and attitudes required by employers. This qualification is perfect for anyone looking to improve their employment prospects for the future because it focuses on valuable life-skills and building the confidence of learners to overcome barriers to entering work.

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### **Who is it for?**

- New entrants to industry
  - Long-term unemployed who wish to retrain
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### **What are the entry requirements of this qualification?**

This qualification is open entry. This means that learners interested in undertaking the WAMITAB Entry Level 2 Award in Preparing for Employment do not require any other qualifications or levels of attainment in order to take this qualification. This qualification is ideal for supporting and motivating learners that have been unemployed for a period of time and individuals that are new to the employment market.

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### **What job role could this qualification lead to or support?**

Learners that achieve the WAMITAB Entry Level 2 Award in Preparing for Employment will be better equipped to secure employment. Optional units covering the skills required to seek and retain employment are valuable for those who have been previously unemployed. Alternatively, learners may choose optional units covering environmental awareness and use of hand tools for horticulture and construction, gaining practical skills that would support entry level employment in environmental services positions.

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### **What do I need to achieve?**

To achieve this qualification, you must complete the mandatory unit (3 credits) designed to ensure that individuals understand their rights and responsibilities in the workplace, before completing a further 9 credits from the Option Group.

### **Mandatory Unit Group**

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- Rights and responsibilities in the workplace (CG14)

### **Optional Unit Group**

- Planning for progression (CG15)
- Effective skills, qualities and attitudes for learning and work (CG16)
- Career planning and making applications (CG17)
- Introduction to ICT (CG18)
- Personal skills (CG19)
- Dealing with problems in daily life (ASD2)
- Environmental Awareness (ASD3)
- Individual right and responsibilities (ASD4)
- Working as part of a group (ASD5)
- Recognise use and care for tools used in horticulture (CG20)
- Recognise, use and care for basic construction hand tools (CG21)

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### **What is a unit?**

The units of a qualification describe what you must be able to do and understand to perform work activities competently in your job role.

- Learning outcomes: describe what tasks you will be able to do as a result of learning.
- Assessment criteria: describe what activities you will need to do and what you must know to complete each task.
- Evidence requirements: provide a summary of the evidence you will need to prove you are competent.

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### **What is an approved WAMITAB Centre?**

You will gain your qualification through an approved WAMITAB Centre. It may be your place of work, a local college or training provider. Assessment of your qualification will be carried out at your place of work and the centre is responsible for the administration. Centre staff will therefore:

- Register you with WAMITAB.
- Provide a candidate registration number.
- Apply for your certificate when you have completed your qualification or units.

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### **How long will it take?**

There is no time limit set by WAMITAB for you to complete your qualification, but your centre may have some requirements that they will explain to you.

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## Who will help me achieve my qualification?

The following people at the approved WAMITAB centre will help you to achieve your qualification:

### Your Assessor

The assessor is the person you will have the most contact with as you work towards your qualification. They will:

- Help you identify any training you need
- Help you plan your workload and organise your evidence
- Observe you carrying out your job in the workplace over a period of time
- Ask questions about the work you do
- Make decisions about your evidence
- Judge when you are competent
- Provide feedback

### Internal Quality Assurer

The internal quality assurer maintains the quality of assessment within the centre.

### External Quality Assurer

An external quality assurer is employed by WAMITAB to ensure that your centre meets the required national standards for quality and assessment.

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## What are my responsibilities as a candidate?

As a candidate you will need to:

- Provide your centre with your personal details so they can register you with WAMITAB
- Collect and organise evidence agreed with your assessor
- Attend regular meetings with your assessor to discuss your progress
- Comply with health and safety law and regulations

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## What steps will I need to take to complete my qualification?

1. **Planning:** your assessor will tell you about the mandatory units of the qualification and will help you to select relevant optional units.
  2. **Evidence:** you will gather evidence for your portfolio (see next question for types of evidence).
  3. **Feedback:** your assessor will provide regular feedback on your progress and will arrange for additional training if needed. When your assessor tells you you are competent after an assessment, it will be recorded in your handbook.
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4. **Achievement:** once you have completed all the units and gathered all the evidence you need, your centre will apply for your WAMITAB certificate.

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### **What are the evidence requirements for this qualification?**

The primary sources of evidence for this qualification are:

**Observation (O):** direct observation or witness testimony where direct observation is not possible. Where this evidence type has been suggested against Assessment Criteria which require the candidate to explain or describe, the assessor must hear or observe the explanation/description (directly or being delivered to others) or see it in writing. The assessor must not infer that the candidate can explain/describe based purely on observation.

**Question and Answer (Q/A):** candidate statements, verbal questioning, professional discussion, written questions, product evidence supported by questioning

**Simulation / Realistic working environment (S/R):** should be used as a last resort where allowed. Please see the Energy and Utility Skills Assessment Strategy for further information.

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### **Where do I go if I need more information about my qualification and assessments?**

- Your tutor/assessor
  - Your qualification handbook
  - WAMITAB (01604 231950/ [www.wamitab.org.uk](http://www.wamitab.org.uk))
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## Useful Words

### **Approved Centre**

WAMITAB Centres are training organisations that have met our strict quality standards and have been approved to deliver our qualifications to learners. They include private providers, colleges of further education, employers and prisons.

### **Assessment Criteria**

These specify the standard that you are expected to meet to demonstrate that you have achieved the Learning Outcome. Assessment criteria are detailed enough to allow judgments to be made about your competence.

### **Assessor**

A person who works with the Approved Centre to assess your competence against the standards set within the qualification. Assessors are qualified and experienced in the subject of the qualification you are registered for, and have the skills to plan and carry out your assessments. They will make judgments of your competence, based on the evidence you provide, and give feedback.

### **Competence**

Competence, in relation to the qualification, describes your ability to consistently be able to undertake work activities, know and understand work-related tasks as per the requirements set out in the standards.

### **Evidence**

You need to collect evidence to prove that you are competent as required by the standards set in the units of the qualification. There are different types of evidence, ranging from an assessor observing your work, question and answers, assignments and tests. Evidence can also be presented using photographs, audio and video files. Each unit gives guidance as to what is expected and acceptable evidence. Evidence must be authentic and your own work.

### **External Quality Assurer**

This is an expert employed by WAMITAB to monitor, review and advise Approved Centres. The External Quality Assurer regularly visits the Approved Centre to check that all assessments are carried out correctly, to the same standard, and that all paperwork is maintained accurately and consistently. External Quality Assurers are qualified and experienced in the subject of the qualification that you are registered for. They therefore have the skills to check that the Approved Centre is operating properly and has all of the systems in place to deliver the qualification.

### **Internal Quality Assurer**

A person who works with the Approved Centre to make sure that the assessment is carried out correctly, and that all administration of the assessment is properly managed. Internal Quality Assurers are qualified and experienced in the subject of the qualification that you are registered for, and have the skills to verify the work of the assessor for accuracy, quality and consistency.

### **Learner**

A person who is registered to work towards achievement of a qualification – i.e. you!

### **Learning Outcome**

These set out what you will be expected to know, understand or be able to do. Each learning outcome relates to one or more assessment criteria, and together they set a clear assessment standard for each unit.

### **Portfolio**

This is a place where you will collect evidence to demonstrate your competence. A portfolio could be either hard-copy or electronic, but this will need to be agreed with the Approved Centre in advance. The evidence held in your portfolio must be your own work, and be clearly referenced to the units of the qualification.

### **Unit – Mandatory and Optional**

Units form the building blocks of all qualifications that are nationally regulated. Units are small chunks of learning that focus on specific aspects of knowledge, skills and understanding. Mandatory units are those that you must achieve, and Optional units offer a range of subjects that you may choose between.

### **Vocational**

A qualification is vocational when it relates directly to the skills, knowledge and understanding required to undertake a specific or broad job role.

### **WAMITAB**

An Awarding Organisation for a wide range of qualifications in waste management and recycling, cleaning and street cleansing, facilities management and parking. WAMITAB is responsible for ensuring the on going quality of the delivery and assessment of qualifications, and issues certificates to learners upon completion. We have over 25 years of experience developing and quality assuring qualifications, training and course materials

## Unit Terms

### **Analyse**

Look at something (for example a process) and use given classifications or principles to gain a further understanding.

### **Apply**

Put something into action – a “doing” task which requires “real” evidence from a workplace scenario.

### **Compare**

Look at the characteristics of an item or activity and note the similarities and differences. This is more often used at level 1 and 2.

### **Critically Compare**

Look at the characteristics of an item or situation, note the similarities and differences and their respective positive and negative aspects. In some cases, this can include the use of the comparison in context as the basis for decision making. This is generally used at level 3 and above.

### **Demonstrate**

A doing verb which requires you to actually do what the assessment criteria requires. You will have to provide evidence of which clearly shows you applying your knowledge and skills to meet the requirements of the assessment criteria. The evidence for this can involve getting someone to take a picture of you completing the task or discussing the task with an assessor and recording the discussion using documentation, video, etc. Remember that it is not enough to just write about it unless the task requires this type of written evidence.

### **Describe**

Provide a vivid picture of what it is by using imagery, adjectives and adverbs to make the subject easy to understand. It may also convey an idea or fact.

### **Determine**

To find out or decide. This may involve research, following a set of procedures or carrying out a series of calculations to find a solution.

### **Develop**

Build a process or activity or understanding either from scratch or using an existing product to create something workable.

### **Differentiate/ Distinguish**

Look at the characteristics of an item or situation/ activity and explain the differences.

### **Evaluate/Justify**

You must look at whatever the required content/process is and suggest other relevant, significant or possible outcomes. It is the process of exploring, checking and suggesting a likely outcome with reasons.

### **Explain**

Provide a comprehensible answer that shows an understanding of the content/process mentioned. Your answer should include: what it is, how it works, what it looks like, what it does, how it happens, why it happens and any relevant reasons.

### **Identify**

For most assessment criteria this requires the learner to list and describe what is required or relevant to produce an outcome, or requires the learner to make choices to achieve a particular aspect of their job. At levels 4, 5 and 6 this would require the learner to say what is available, make the choice and then to explain or justify why the choice was made.

### **Implement**

Putting something into practice after the development process has taken place. This ensures that the product/process is actually employed and/or used by self and others during work activities.

### **List**

Produce a number of relevant items which apply to the question. Further description is not required.

### **Manage**

After a development process ensure that the product/process works using relevant management techniques.

### **Recognise**

Be aware of, familiar with and able to identify an activity or product.

# Mandatory Units

### Unit CG14: Rights and responsibilities in the workplace

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

## Optional Units

### Unit CG15: Planning for progression

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



### Unit CG16: Effective skills, qualities and attitudes for learning and work

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

### Unit CG17: Career planning and making applications

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

**Unit CG18: Introduction to ICT**

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

### Unit CG19: Personal skills

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

**Unit ASD2: Dealing with problems in daily life**

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

### Unit ASD3: Environmental awareness

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

### Unit ASD4: Individual rights and responsibilities

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

### Unit ASD5: Working as part of a group

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



**Unit CG20: Recognise use and care for tools used in horticulture**

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

**Unit CG21: Recognise, use and care for basic construction hand tools**

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

## Appendix 1: Qualification Structure

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

### Mandatory Units

Ofqual Code	Title	Credits	Level	WAMITAB Unit Code
M/501/6908	Rights and responsibilities in the workplace	3	E2	CG14

### Option Units

Ofqual Code	Title	Credits	Level	WAMITAB Unit Code
T/501/6876	Planning for progression	3	E2	CG15
A/501/6877	Effective skills, qualities and attitudes for learning and work	3	E2	CG16
K/501/6907	Career planning and making applications	3	E2	CG17
M/501/6911	Introduction to ICT	3	E2	CG18
R/501/6920	Personal skills	3	E2	CG19
D/502/0436	Dealing with Problems in daily life	2	E2	ASD2
L/502/0657	Environmental Awareness	2	E2	ASD3
F/502/0445	Individual rights and responsibilities	1	E2	ASD4
H/502/0437	Working as part of a group	2	E2	ASD5
A/502/0525	Recognise, use and care for tools used in horticulture	2	E2	CG20
M/502/0716	Recognise, use and care for basic construction hand tools	2	E2	CG21



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