



INSTITUTE
OF THE MOTOR
INDUSTRY

IMI QUALIFICATION



Assessment Criteria

IMI Entry Level Award in Personal and Social Development for the Automotive Environment (Entry 3)

OFQUAL I.D: 501/0953/4

IMI Level 1 Award in Personal and Social Development for the Automotive Environment

OFQUAL I.D: 501/0962/5

Note: This guidance is supported by the following documents:

- *Assessments*

Candidate Assessment Summaries

CENTRE INFORMATION

Please be aware that any **legislation** referred to in this qualification may be subject to amendment/s during the life of this qualification. Therefore IMI Approved Centres must ensure they are aware of and comply with any amendments, e.g. to health and safety legislation and employment practices.

Please be aware that **vehicle technologies** referred to in this qualification reflect current practice, but may be subject to amendment/s, updates and replacements during the life of this qualification. Therefore IMI Approved Centres must ensure they are aware of the latest developments and emerging technologies to ensure the currency of this qualification.

Please note: the relevance of the information contained in the **unit content** will vary depending upon the vehicle types being worked upon. The unit content is for guidance only and is not meant to be prescriptive.

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CONTACT SHEET

Learner Name:	
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Please complete as appropriate:	
Witness Name:	Witness Name:
Witness Job Title:	Witness Job Title:
Witness Signature:	Witness Signature:
Witness Name:	Witness Name:
Witness Job Title:	Witness Job Title:
Witness Signature:	Witness Signature:
Assessor Name:	Assessor Name:
Assessor Signature:	Assessor Signature:
Assessor Name:	
Assessor Signature:	
Internal Verifier Name:	Internal Verifier Name:
Internal Verifier Signature:	Internal Verifier Signature:



IMI Entry 3 and Level 1 Personal and Social Development Qualifications for the Automotive Environment

Entry 3 PSD Units

Unit Ref:	Unit Title	GLH	Unit Level	Credit Value
WPGE3	Working as Part of a Group (K/502/0455)	20	E3	2
PWE3	Preparation for Work (A/502/0461)	20	E3	2
DWPE3	Dealing with problems in daily life (H/502/0454)	20	E3	2
DSE3	Developing Self (M/502/0456)	20	E3	2
	TOTAL AVAILABLE	80		8

Level 1 PSD Units

Unit Ref:	Unit Title	GLH	Unit Level	Credit Value
PW1	Preparation for Work (J/502/0477)	20	L1	2
DWP1	Dealing with problems in daily life (L/502/0464)	20	L1	2
EA1	Environmental awareness (Y/502/0659)	20	L1	2
DS1	Developing Self (K/502/0469)	20	L1	2
	TOTAL AVAILABLE	80		8

Level 2 Optional PSD Units

Unit Ref:	Unit Title	GLH	Unit Level	Credit Value
EA2	Environmental Awareness (K/502/3405)	20	L2	2
PFW2	Preparation for Work (T/502/3407)	20	L2	2
	TOTAL AVAILABLE	40		4

E3 Award Minimum = 6 credits

Learners must achieve a minimum of 4 credits from the Entry 3 group.

The remaining 2 credits must come from either the Entry 3 or the Level 1 units

L1 Award Minimum = 6 credits

Learners must achieve a minimum of 4 credits from the Level 1 group.

NOTE: Units of the same title may only count once towards either qualification



UNIT REF: WPGE3	UNIT TITLE: WORKING AS PART OF A GROUP
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Level: E3
Credit value: 2
Guided Learning Hours: 20
Rationale: This unit helps learners develop skills to become an active contributor when working with others on group activities and be able to review their own progress and skills development.

<p>LEARNING OUTCOMES</p> <p>The learner will:</p> <ol style="list-style-type: none"> 1. Know how to work with others in appropriate ways 2. Be able to play an active role in working as part of a group 3. Review their role in the group

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



Content to include:

- 1.1 Contribute to setting ground rules for working with others:
 - a. show interest, initiative and apply effort
 - b. participate in initial discussions
 - c. make suitable recommendations for ground rules
- 1.2 Make suggestions about the role they should play in the group:
 - a. suggest an appropriate role
 - b. be respectful and supportive of other team member contributions
- 2.1 Carry out agreed activities when working with others on a group task:
 - a. share skills and information to develop the progress of the team
 - b. stays on track with task
- 2.2 Make suggestions and receive feedback appropriately:
 - a. give feedback to the team
 - b. respond to feedback within the team and from outside sources
- 2.3 Ask for or offer help when required:
 - a. not afraid to seek help when necessary
 - b. takes on board suggestions
- 3.1 Review their work with others:
 - a. reviews completed work with others
 - b. responds positively to suggested ways to improve
- 3.2 Identify how they contributed to the group:
 - a. makes suggestions as to how they could have contributed differently
- 3.3 Identify what went well and areas they could improve in working with others:
 - a. clear recognition of what went well
 - b. make suggestions on how other factors could have improved work



UNIT REF: PWE3	UNIT TITLE: PREPARATION FOR WORK
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Level: E3
Credit value: 2
Guided Learning Hours: 20
Rationale: This unit encourages learners to develop their attitudes, behaviours and skills to enable them to work independently and effectively within a team. The learner will also know what personal information is required when seeking employment and how to present this.

LEARNING OUTCOMES
The learner will:
<ol style="list-style-type: none"> 1. Understand the skills and qualities needed for working life 2. Investigate personal career opportunities

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Understand the skills and qualities needed for working life	<ol style="list-style-type: none"> 1.1. Describe some personal skills and qualities which employees need 1.2. Identify how their own skills and qualities compare with the skills and qualities employees need 1.3. Identify areas for development
2. Investigate personal career opportunities	<ol style="list-style-type: none"> 2.1. Find out about potential job roles which interest them 2.2. Identify a suitable potential job role 2.3. Prepare key personal information needed to apply for the job role



Content to include:

1.1.1 - 1.2.1 - 1.3.1 Personal skills and qualities to include:

- a. displaying positive body language
- b. showing interest, initiative and applying effort
- c. being confident about own efforts and contributions made by others
- d. being on-time and keeping to time schedules
- e. promptly informing appropriate personnel of planned and unforeseen lateness

2.1.1 Appropriate sources of guidance regarding careers in the automotive sector to include:

- a careers advisors
- b job centres
- c media
- d internet

2.2.1 Potential job roles could include:

- a light vehicle technician
- b heavy vehicle technician
- c motorcycle technician
- d parts advisor
- e sales person
- f valetor
- g body technician
- h painter

2.3.1 Key personal Information to include:

- a. name and address
- b. telephone number
- c. qualifications and achievements
- d. experience related to role
- e. interests
- f. skills and qualities
- g. references



UNIT REF: DWPE3	UNIT TITLE: DEALING WITH PROBLEMS IN DAILY LIFE
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Level: E3
Credit value: 2
Guided Learning Hours: 20
Rationale: To introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives

<p>LEARNING OUTCOMES</p> <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand how to recognise a straight forward problem 2. Tackle a problem 3. Be able to carry out a review of their progress towards solving the problem

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Understand how to recognise a straight forward problem	1.1. Identify a straightforward problem that they can tackle 1.2. Share ideas on how to tackle the problem with an appropriate person
2. Tackle a problem	2.1. Identify a way to tackle the problem 2.2. Carry out activities to tackle the problem 2.3. Ask for appropriate advice
3. Be able to carry out a review of their progress towards solving the problem	3.1. Review their progress in tackling the problem 3.2. Identify what went well and what did not go so well



Content to include:

- 1.1. Straight forward problems and effects could include:
 - a. personal
 - b. financial
 - c. technical

- 1.2. Ways in which they might tackle the problem could include:
 - a. logical processes
 - b. alternative methods including consideration of similar problems
 - c. consider effects on themselves and other people

- 2.1. Activities needed to tackle the problem could include:
 - a. methods and steps for working through the problem
 - b. time-scales.
 - c. knowing whom to ask when unsure about how to proceed
 - d. what to do if things go wrong

- 2.2. Resources to help tackle the problem could include:
 - a. materials
 - b. tools
 - c. equipment

- 2.3. Planned activities could include:
 - a. following agreed plans
 - b. amending plans if problems arise
 - c. using appropriate support if required

- 3.1. Methods used to review the problem could include:
 - a. review completed work with tutor

- 3.2. What went well and what did not go so well could include
 - a. working to the plan
 - b. deviations from the plan
 - c. how the problem may have been solved differently



UNIT REF: DSE3	UNIT TITLE: DEVELOPING SELF
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Level: E3
Credit value: 2
Guided Learning Hours: 20
Rationale: To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.

<p>LEARNING OUTCOMES</p> <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand how to identify areas for self development 2. Understand how to take responsibility for their own self development 3. Be able to demonstrate how they have developed personal skills

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Understand how to identify areas for self development	1.1. Describe a personal strength or ability 1.2. Identify an area for self development 1.3. Describe a personal skill or behaviour they need to develop
2. Understand how to take responsibility for their own self development	2.1. Describe how they will develop their personal skill or behaviour 2.2. Suggest a suitable target to work towards and agree it with an appropriate person 2.3. Identify the support and resources needed to help them work towards the agreed target 2.4. Work through activities to develop the agreed skill or behaviour
3. Be able to demonstrate how they have developed personal skills	3.1. Review the progress they have made 3.2. Review what went well and what did not go so well 3.3. make choices about how they will continue to develop their personal skills

Content to include:

1.1. Personal strengths or abilities could include:

- a. thinking skills
- b. physical strength
- c. discipline
- d. independence
- e. decisiveness
- f. supportive
- g. patience
- h. communication
- i. enthusiastic
- j. imaginative
- k. determination
- l. subject knowledge
- m. creative

1.2. An area for self development could include:

- a. physical strength
- b. independence
- c. communication
- d. determination
- e. subject knowledge

1.3. Areas important for their self development could include:

- a. physical wellbeing
- b. mental wellbeing
- c. improve career prospects
- d. improve knowledge
- e. personal enjoyment

2.1. Area of self development could include targets that are:

- a. specific
- b. measurable
- c. achievable
- d. realistic
- e. time-bound

2.2. Activities, targets and timelines for their self development could include:

- a. those agreed with tutor prior to beginning
- b. support required to meet objectives

2.3. Reviewing progress towards achieving their targets could include:

- a. review dates set prior to beginning development
- b. review meetings with tutor

2.4. Working through the agreed plan could include:

- a. working through set objectives
- b. keeping within timescales
- c. adjusting plan as required
- d. continuous review of progress towards target



Content to include: contd

- 3.1. The review of their self development plan could include:
 - a what was learned
 - b how it was learned
 - c what went well
 - d what did not go well

- 3.2. Improvements and amendments to the plan could include:
 - a. amendments to objectives
 - b. amendments to timelines
 - c. identification of further areas for development

- 3.3. How they will continue with their self development in the future could include:
 - a continuation of existing development
 - b identification of new area for development
 - c preferred styles of learning



UNIT REF: PW1	UNIT TITLE: PREPARATION FOR WORK
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Level: 1
Credit value: 2
Guided Learning Hours: 20
Rationale: To encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.

<p>LEARNING OUTCOMES</p> <p>The learner will:</p> <ol style="list-style-type: none"> 1. Understand how own skills and qualities relate to those needed for working life 2. Research personal career opportunities

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Learner will:</p> <ol style="list-style-type: none"> 1. Understand how own skills and qualities relate to those needed for working life 	<p>The Learner can:</p> <ol style="list-style-type: none"> 1.1. Describe personal and employability skills and qualities which employees need 1.2. Describe their own skills, qualities and achievements 1.3. Explain how their own skills, qualities and achievements relate to those needed in the workplace 1.4. Suggest areas for improvement
<ol style="list-style-type: none"> 2. Research personal career opportunities 	<ol style="list-style-type: none"> 2.1. Find out about a range of potential job roles which interest them 2.2. Match their skills, qualities and achievements to a potential job role 2.3. Identify and prepare key information needed for an application or interview



Content to include:

- 1.1. The skills and qualities desired by employers could include:
 - a. displaying positive body language
 - b. showing interest, initiative and applying effort
 - c. being confident about own efforts and contributions made by others
 - d. being on-time and keeping to time schedules.
 - e. promptly informing appropriate personnel of planned and unforeseen lateness
- 1.2. Their own skills, qualities and achievements could include:
 - a. displaying positive body language
 - b. showing interest, initiative and applying effort
 - c. being confident about own efforts and contributions made by others
 - d. being on-time and keeping to time schedules.
 - e. promptly informing appropriate personnel of planned and unforeseen lateness
- 1.3. Their employability skills could include:
 - a. hard working
 - b. reliable
 - c. willing to learn
 - d. presentable
 - e. positive attitude
- 1.4. Skills they could develop to enhance their employability and how these skills might be developed could include:
 - 2.1. A range of potential employment options which interest them and how they would access them could include:
 - a. light vehicle technician
 - b. heavy vehicle technician
 - c. motorcycle technician
 - d. parts advisor
 - e. sales person
 - f. valetor
 - g. body technician
 - h. painter
 - 2.2. Match their skills to employment options:
 - 2.3. The key information needed for an application or interview could include:
 - a. listen and understand people's views,
 - b. ask questions to confirm understanding.
 - c. identifying interests, experiences
 - d. skills and qualities
 - e. displaying positive body language
 - f. being on time and keeping to time schedules



UNIT REF: DWP1	UNIT TITLE: DEALING WITH PROBLEMS IN DAILY LIFE
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Level: 1
Credit value: 2
Guided Learning Hours: 20
Rationale: To introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives

<p>LEARNING OUTCOMES</p> <p>The learner will:</p> <ol style="list-style-type: none"> 1. Know how to recognise a straight forward problem and identify ways to tackle it 2. Be able to plan and carry out activities to tackle a problem 3. Be able to carry out a review of their methods and the skills they used in tackling the problem

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Know how to recognise a straightforward problem and identify ways to tackle it	1.1. Describe a straightforward problem and describe its effects 1.2. Suggest ways in which they might tackle the problem 1.3. Select a way to tackle the problem and agree it with an appropriate person
2. Be able to plan and carry out activities to tackle a problem	2.1. Plan the activities needed to tackle the problem 2.2. Identify resources to help tackle the problem 2.3. Carry out planned activities
3. Be able to carry out a review of their methods and the skills they used in tackling the problem	3.1. Review the approach used to tackle the problem 3.2. Describe what went well and what did not go so well 3.3. Identify whether the problem has been solved



Content to include:

- 1.1. Straight forward problems and effects could include:
 - a. personal
 - b. financial
 - c. technical
- 1.2. Ways in which they might tackle the problem could include:
 - a. logical processes
 - b. alternative methods including consideration of similar problems
 - c. consider affects on themselves and other people
- 1.3. Way to tackle the problem in agreement with an appropriate person could include:
 - a. consultation with their tutor
 - b. identify the limits to what can be done
 - c. consideration of health and safety rules.
- 2.1. Activities needed to tackle the problem could include:
 - a. methods and steps for working through the problem
 - b. time-scales.
 - c. knowing whom to ask when unsure about how to proceed
 - d. what to do if things go wrong
- 2.2. Resources to help tackle the problem could include:
 - a. materials
 - b. tools
 - c. equipment
- 2.3. Planned activities could include:
 - a. following agreed plans
 - b. amending plans if problems arise
 - c. using appropriate support if required
- 3.1. Methods used to review the problem could include:
 - a. review completed work with tutor
- 3.2. What went well and what did not go so well could include
 - a. working to the plan
 - b. deviations from the plan
 - c. how the problem may have been solved differently
- 3.3. Methods to check whether the problem has been solved could include:
 - a. visual inspections
 - b. functional testing
 - c. aural testing



UNIT REF: EA1	UNIT TITLE: ENVIRONMENTAL AWARENESS
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Level: 1
Credit value: 2
Guided Learning Hours: 20
Rationale: This unit aims to encourage learners to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.

<p>LEARNING OUTCOMES</p> <p>The learner will:</p> <ol style="list-style-type: none"> 1. Demonstrate an awareness of how the actions of humans affect the environment 2. Demonstrate an understanding of environmental issues which affect the local area 3. Carry out activities to help improve the environment in the local area

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Demonstrate an awareness of how the actions of humans affect the environment	1.1. Give examples of human behaviours which harm the environment 1.2. Give examples of human behaviours which help the environment 1.3. Identify ways to raise awareness about environmental issues
2. Demonstrate an understanding of environmental issues which affect the local area	2.1. Describe an environmental issue which has an impact on their local area 2.2. Identify ways in which this issue can be tackled to bring about improvements
3. Carry out activities to help improve the environment in the local area	3.1. Describe activities that they can carry out to improve the local environment 3.2. Carry out at least two activities to improve the local environment 3.3. Describe the benefits of these activities for the local area 3.4. Say what actions are needed to maintain improvements in the future



Content to include:

- 1.1. Human behaviours which harm the environment could include:
 - a. burning fossil fuels
 - b. over population
 - c. pollution e.g. noise, water, air
 - d. excessive energy consumption
 - e. destruction of habitats
 - f. destroying animal life e.g. over fishing,
- 1.2. Human behaviours which help the environment could include:
 - a reduced energy consumption
 - b alternative fuels
 - c recycling
 - d reduced harmful emissions
 - e consideration of others e.g. human, animal
- 1.3. Ways to raise awareness about environmental issues could include:
 - a. education
 - b. promotion
 - c. protests
 - d. legislation
- 2.1. An environmental issue which has an impact on their local area could include:
 - a littering
 - b loss of habitat
 - c increased pollution (incl noise)
 - d decreased wildlife
 - e health issues
 - f lost recreational areas
- 2.2. Ways in which this issue can be tackled to bring about improvements could include:
 - a. lifestyle changes
 - b. conscientious purchasing
 - c. focus groups
 - d. legislative changes
- 3.1. Activities that they can carry out to improve the local environment could include:
 - a cleaning up local areas
 - b recycling points
 - c reducing energy use
 - d planting trees
- 3.2. Activities to improve the local environment could include:
 - a. cleaning up local areas
 - b. reusing materials
 - c. recycling points
 - d. reducing energy use
 - e. planting trees
- 3.3. The benefits of these activities for the local area could include:
 - a improved health
 - b reduced costs
 - c increased wildlife
 - d Improved visually
- 3.4. Say what actions are needed to maintain improvements in the future could include:
 - a. continuation of improvement activities
 - b. monitoring through regular inspection
 - c. maintenance of areas



UNIT REF: DS1	UNIT TITLE: DEVELOPING SELF
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Level: 1
Credit value: 2
Guided Learning Hours: 20
Rationale: To introduce the learner to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved.

<p>LEARNING OUTCOMES</p> <p>The learner will:</p> <ol style="list-style-type: none"> 1. Take an active role in their self development 2. Be able to plan for their self development 3. Review their self development and plan for the future

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Take an active role in their self development	1.1. Describe personal strengths or abilities 1.2. Select an area for self development 1.3. Explain why this area is important for their self development
2. Be able to plan for their self development	2.1. Prepare a plan for their identified area of self development 2.2. List activities, targets and timelines for their self development 2.3. Plan how to review progress towards achieving their targets 2.4. Work through the agreed plan
3. Review their self development and plan for the future	3.1. Review their self development plan 3.2. Suggest improvements and amendments to the plan 3.3. Explain how they will continue with their self development in the future

Content to include:

1.1. Personal strengths or abilities could include:

- a thinking skills
- b physical strength
- c discipline
- d independence
- e decisiveness
- f supportive
- g patience
- h communication
- i enthusiastic
- j imaginative
- k determination
- l subject knowledge
- m creative

1.2. An area for self development could include:

- a physical strength
- b independence
- c communication
- d determination
- e subject knowledge

1.3. Areas important for their self development could include:

- a physical wellbeing
- b mental wellbeing
- c improve career prospects
- d improve knowledge
- e personal enjoyment

2.1. Area of self development could include targets that are:

- a. specific
- b. measurable
- c. achievable
- d. realistic
- e. time-bound

2.2. Activities, targets and timelines for their self development could include:

- a. those agreed with tutor prior to beginning
- b. support required to meet objectives

2.3. Reviewing progress towards achieving their targets could include:

- a. review dates set prior to beginning development
- b. review meetings with tutor

2.1 Working through the agreed plan could include:

- a. working through set objectives
- b. keeping within timescales
- c. adjusting plan as required
- d. continuous review of progress towards target

3.1. The review of their self development plan could include:

- a. what was learned
- b. how it was learned
- c. what went well
- d. what did not go well



Content to include: contd

- 3.1. The review of their self development plan could include:
 - a. what was learned
 - b. how it was learned
 - c. what went well
 - d. what did not go well

- 3.2. Improvements and amendments to the plan could include:
 - a. amendments to objectives
 - b. amendments to timelines
 - c. identification of further areas for development

- 3.3. How they will continue with their self development in the future could include:
 - a. continuation of existing development
 - b. identification of new area for development
 - c. preferred styles of learning



UNIT REF: EA2	UNIT TITLE: ENVIRONMENTAL AWARENESS
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Level: 2
Credit value: 2
Guided Learning Hours: 20
Rationale: To introduce the learner to the impact that their actions have on the environment and how they can positively contribute to improving the environment.

<p>LEARNING OUTCOMES</p> <p>The Learner will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of how individual's actions affect the environment 2. Demonstrate an understanding of choices that can be made in their own lives to help tackle environmental issues 3. Carry out activities which help to tackle environmental issues

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The Learner will:	The Learner can:
1. Demonstrate an understanding of how individual's actions affect the environment	1.1. Describe a range of human activities that threaten the environment 1.2. Describe the effects that individual actions can have on the environment positively or negatively 1.3. Describe the effects of combined actions on the environment
2. Demonstrate an understanding of choices that can be made in their own lives to help tackle environmental issues	2.1. Describe a range of environmental issues relevant to their own lives 2.2. Describe changes to their lifestyle that could help to tackle environmental issues
3. Carry out activities which help to tackle environmental issues	3.1. Identify a change that they have made to their lifestyle that is positive for the environment 3.2. Participate in a local project that has had a positive effect on the environment 3.3. Explain the positive effects that the project has had on the environment



Content to include:

- 1.1 Human activities that threaten the environment could include:
 - a burning fossil fuels
 - b over population
 - c pollution e.g. noise, water, air
 - d excessive energy consumption
 - e destruction of habitats
 - f destroying animal life e.g. over fishing,
- 1.2 Individual actions that can have a effect the environment positively or negatively
 - a reduced energy consumption
 - b alternative fuels
 - c recycling
 - d reduced harmful emissions
 - e consideration of others
- 1.3 The effects of combined actions on the environment could include
 - a education
 - b promotion
 - c protests
- 2.1 Environmental issues relevant to their own lives could include:
 - a energy consumption e.g leaving lights on, electrical appliance on standby
 - b pollution e.g. noise, air, water
 - c decreased wildlife
 - d health issues
 - e lost recreational areas e.g building on green belt land
 - f legislation
- 2.2 Lifestyle changes that could help to tackle environmental issues could include
 - a recycling
 - b consideration of others
 - c conscientious purchasing
 - d focus groups
 - e legislative changes
 - f action groups
- 3.1 A positive lifestyle change that you have made that effects the environment
 - a recycling
 - b conscientious purchasing e.g fair trade products, safe cleaning products
 - c focus groups
 - d legislative changes
 - e action groups
- 3.2 A local project that has had a positive effect on the environment could include
 - a cleaning up local areas
 - b recycling points
 - c planting trees
- 3.3 The positive effects that the project has had on the environment could include
 - a improved health
 - b reduced costs
 - c increased wildlife
 - d Improved visually



UNIT REF: PFW2	UNIT TITLE: PREPARATION FOR WORK
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Level: 2
Credit value: 2
Guided Learning Hours: 20
Rationale: To encourage the learner to look at their own skills and qualities in relation to those needed at work and use this understanding to identify key personal and interpersonal information needed for the application process

<p>LEARNING OUTCOMES</p> <p>The learner will:</p> <ol style="list-style-type: none"> 1 Demonstrate an understanding of the skills and qualities needed for working life 2. Research personal career opportunities and progression routes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<p>The Learner will:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the skills and qualities needed for working life 	<p>The Learner can:</p> <ol style="list-style-type: none"> 1.1. Identify the skills and qualities desired by employers and explain why these are desirable. 1.2. Identify their own skills, qualities and achievements 1.3. Identify their employability skills and explain how these contribute to employability 1.4. Identify skills they could develop to enhance their employability and describe how these skills might be developed.
<ol style="list-style-type: none"> 2. Research personal career opportunities and progression routes 	<ol style="list-style-type: none"> 2.1. Describe employment options that match their skills 2.2. Identify and research a range of potential employment options which interest them and how they would access them 2.3. Investigate employment progression routes in an area of their choice 2.4. Demonstrate the ability to complete the key information needed for an application or interview



Content to include:

- 1.1. The skills and qualities desired by employers and why these are desirable could include:
 - a. displaying positive body language
 - b. showing interest, initiative and applying effort
 - c. being confident about own efforts and contributions made by others
 - d. being on-time and keeping to time schedules.
 - e. promptly informing appropriate personnel of planned and unforeseen lateness
- 1.2. Their own skills, qualities and achievements could include:
 - a. displaying positive body language
 - b. showing interest, initiative and applying effort
 - c. being confident about own efforts and contributions made by others
 - d. being on-time and keeping to time schedules.
 - e. promptly informing appropriate personnel of planned and unforeseen lateness
- 1.3. Their employability skills could include:
 - a. hard working
 - b. reliable
 - c. willing to learn
 - d. presentable
 - e. positive attitude
- 1.4. Skills they could develop to enhance their employability and how these skills might be developed could include:
 - 2.1. Employment options that match their skills could include:
 - 2.2. A range of potential employment options which interest them and how they would access them could include:
 - a. light vehicle technician
 - b. heavy vehicle technician
 - c. motorcycle technician
 - d. parts advisor
 - e. sales person
 - f. valetor
 - g. body technician
 - h. painter
 - 2.3. Research employment progression routes in an area of their choice could include:
 - a. apprentice
 - b. foreman
 - c. supervisor
 - d. manager
 - 2.4. The key information needed for an application or interview could include:
 - a. listen and understand people's views,
 - b. ask questions to confirm understanding.
 - c. identifying interests, experiences
 - d. skills and qualities
 - e. displaying positive body language
 - f. being on time and keeping to time schedules