Unit Title:	**Carrying out tasks at work**
OCR unit number:	N13
Life and Living Skill Area:	World of Work
Level:	Entry 3
Credit value:	2
Guided learning hours:	20

Unit purpose and aim

This unit aims to equip learners with the ability to carry out different tasks at work, following appropriate health and safety procedures, and, to confirm that each task has been carried out to the standard required.

Learning Outcomes	**Assessment Criteria**	**Example of ways assessment criteria could be met**
The Learner will: 1 Be able to carry out tasks at work	**The Learner can:** 1.1 Undertake various tasks at work	The learner will complete different tasks at work. These tasks may form part of the same project but each task should be sufficiently varied as to be a separate activity. For example, a project to decorate a room could involve various tasks such as: removing or covering furniture and carpets, washing walls and cleaning surfaces, painting a wall using correct equipment once the walls have dried out. Other unrelated tasks may include: setting out tools, putting up a notice on a notice board, taking a message etc.
2 Be able to complete work to workplace standards	2.1 Review standard of own work with an appropriate person	To show their tasks are complete, the learner checks their work as they undertake each task. For example, the learner makes sure each drinking glass is washed, rinsed, dried and polished before being checked to see that it is dust free and then presented to the bistro manager; the learner refers to

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		a set of instructions or drawings to construct a small craft item from pre-cut materials and checks each stage against the guidance provided during construction before presenting it to quality control; the learner may use a tick checklist to ensure hygiene standards are maintained during each stage of preparing a hotel room for guests for the housekeeper to inspect.
	2.2 Make any necessary changes	The learner takes any necessary corrective action to make sure their work meets the standard required. For example, the learner tidies away overlooked crockery, following feedback; the learner sweeps up after the work has been completed, following feedback; the learner fills up the hotel room drinks tray with tea and coffee sachets in response to feedback from the housekeeping manager.
3 Be able to work safely	3.1 Work in a way that minimises risk to self and others	The learner identifies the simple health and safety guidelines they followed when carrying out each task. For example, washing hands regularly to prevent the spread of diseases, closing filing cabinet drawers after locating a file so no one trips over them, asking for help to lift an item and working as a team to lift items and put them down safely.
	3.2 Use appropriate personal and protective equipment (PPE) when required	Learner identifies correct personal and protective clothing/equipment to use for each task and uses PPE appropriately. For example, wearing a dust mask to sweep up in the carpentry workshop, steel toecap boots when digging a border, gloves and apron when mixing hair dyes in a salon or handling cleaning fluids.
	3.3 Use materials, tools and/or equipment safely	Learner identifies correct materials, tools and/or

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		equipment to use for each task and follows safe working practices. For example, scissors or cutting tools are carried safely and stored in appropriate holster when not in use; tools and equipment are cleaned after use and stored correctly, with any damage reported to an appropriate person, materials are checked for method of use, use by dates and stored in appropriately labelled containers and at appropriate temperature.

Assessment

This unit may be assessed using any method, or combination of methods, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessment will be at Entry Level 3 and the methods will be appropriate to the learner's work environment.

Centres must ensure that health and safety procedures are followed in order to ensure that learners are protected from unnecessary risks and danger. Learners who require regular rest periods or medication breaks may complete each of the various tasks in manageable parts over a period of time that accommodates their health and safety needs.

Learners can make use of adaptive equipment they would normally use to complete each of the three separate tasks in the workplace. Adaptive equipment may include for example a hearing induction loop facility, adapted keyboard, mobility aid, voice operated aid etc. This list is not exhaustive.

Assessment and evidence will show that the learner completed each of the various tasks safely, making appropriate use of personal protective equipment, and to the required workplace standard, with any corrections observed, rectified by the learner.

Possible ways of demonstrating that the assessment criteria have been met are provided in the third column of the unit, these are examples only, learners may demonstrate their ability to meet the criteria in many other ways.

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Evidence requirements

This unit aims to equip the learner with the ability to carry out different tasks at work, following appropriate health and safety procedures, and, to confirm that each task has been carried out to the standard required.

Evidence will show when the activity took place, as well as indicating how safety procedures were observed by the learner to ensure their own welfare and the welfare of other people.

The Record of Assessment and Evidence for this unit must be completed in full and signed by the assessor to confirm the evidence is authentic and meets the requirements of the learning outcomes and assessment criteria. The completed Record of Assessment and Evidence, together with any other appropriate form of evidence that has been generated for the unit, must be submitted for moderation.

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