

**Learner Unit Achievement Checklist**

**SEG Awards Level 1 Certificate in Employability Skills**

**601/1714/X**

###### SEG Awards Level 1 Certificate in Employability Skills

## Centre Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/505/6899 Developing time management skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline what is meant by time management  **1.2** State the benefits of good time management  **1.3** State the effects of poor time management |  |  |  |  |
| **2.1** Plan their own activities for a specified day to include work and non-work time  **2.2** Carry out their own time management plan |  |  |  |  |
| **3.1** Identify aspects of their own time management plan which went well  **3.2** Identify how improvements could be made |  |  |  |  |

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**H/505/6905 Environmental awareness of the local area**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline how human behaviours can harm the environment  **1.2** Outline how human behaviours can help the environment |  |  |  |  |
| **2.1** Identify an environmental issue which has an impact on their local area  **2.2** Describe what caused the issue  **2.3** Identify ways in which this issue can be tackled to bring about improvements |  |  |  |  |
| **3.1** Identify activities that they can participate in to improve the local environment  **3.2** Take part in at least two activities to improve the local environment  **3.3** Describe the benefits of these activities for the local area  **3.4** State what actions are needed to maintain improvements in the future |  |  |  |  |

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**J/505/6895 Applying for a job**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** List where they can obtain information about jobs available in the local area  **1.2** Select a range of jobs available in the local area which interest them  **1.3** Select a job option which is suited to them  **1.4** Describe how the chosen job option is suited to them considering their experiences, skills and qualities |  |  |  |  |
| **2.1** Complete a sample application form for a selected job  **2.2** Produce their CV  **2.3** Apply for a selected job in an appropriate format |  |  |  |  |

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**L/505/6901 Developing self**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify their own personal strengths or abilities  **1.2** Identify an area for development  **1.3** State why this area is important for their self-development |  |  |  |  |
| **2.1** Prepare an action plan to develop their identified area of self-development to include• activities• targets• timelines  **2.2** Work through their agreed plan |  |  |  |  |
| **3.1** Review their self-development plan to identify progress  **3.2** Suggest improvements and amendments to the plan to assist continued self-development |  |  |  |  |

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**M/505/6907 Preparing for work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe personal and employability skills and qualities which employees need to enter the workforce  **1.2** Describe their own skills, qualities and achievements  **1.3** Describe how their own skills, qualities and achievements relate to those needed in the workforce  **1.4** Identify areas they need to improve |  |  |  |  |
| **2.1** Find out about a range of potential employment opportunities which interest them  **2.2** State how two of these employment opportunities match their skills, qualities and achievements to a potential job role  **2.3** Identify key information that would be needed for an application or interview for one selected employment option |  |  |  |  |

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**R/505/6897 Interview skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Outline the purpose of an interview for both interviewer and interviewee  **1.2** List the type of information which would be useful to have before an interview  **1.3** Identify how they could find out the information they need before an interview  **1.4** Identify two questions that an interviewer might ask at an interview, stating why  **1.5** Identify two questions an interviewee may ask at an interview, stating why  **1.6** Describe what interviewers expect with regard to• punctuality• dress• behaviour• language used |  |  |  |  |
| **2.1** Respond clearly to questions asked by the interviewer using appropriate language  **2.2** Use appropriate non-verbal communication in an interview  **2.3** Outline what went well at the interview  **2.4** Identify how they could improve their performance in interviews in the future |  |  |  |  |

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**T/505/6908 Working with community groups**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** State why people get involved in community activities  **1.2** Describe two different community groups and their activities  **1.3** State why these groups are important for the community and individuals |  |  |  |  |
| **2.1** Contribute to activities within their community  **2.2** Describe how the activities benefit the community  **2.3** Describe how the activities benefit themselves  **2.4** Plan further activities with others, to continue/maintain benefits to the community |  |  |  |  |

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**T/504/5245 Team working**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the contribution they can make to help a team be successful |  |  |  |  |
| **2.1** Confirm the objectives their tutor/supervisor has given to the team  **2.2** Describe the ground rules for working in the team  **2.3** Confirm what tasks the team has to carry out and deadlines  **2.4** Confirm own individual responsibilities for :tasks to be done health and safety following the ground rules  **2.5** Agree the arrangements for working together as a team relating to:who they will be working with, where and when who to ask for help when it is needed |  |  |  |  |
| **3.1** Get what they need to carry out tasks and meet own responsibilities in the team  **3.2** Complete tasks without disrupting or offending others  **3.3** Complete tasks safely following the methods they have been given  **3.4** Reflect on progress of own work and that of the team  **3.5** Ask for help when appropriate  **3.6** Give support to others when appropriate |  |  |  |  |
| **4.1** Describe what went well and less well in the work of the team including ground rules, working relationships and whether the team achieved its objectives  **4.2** Describe how they personally helped the team to achieve its objectives  **4.3** Agree ways of improving how they work as a member of a team in the future, including how they get on with other members of a team |  |  |  |  |

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**K/504/5033 Career exploration**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment | |
| **1.1** Describe what it means to ‘have a career’  **1.2** Identify a career goal of interest and give reasons for the choice  **1.3** Identify different routes to achieve the career goal  **1.4** State what are the advantages and disadvantages of different routes |  |  |  |  | |
| **2.1** Identify the vocational skills appropriate to a chosen career  **2.2** Identify the interpersonal skills appropriate to the career  **2.3** Identify qualities needed to be successful in the career  **2.4** Compare own current skills and qualities with those identified |  |  |  |  | |
| **3.1** Agree arrangements for a careers interview  **3.2** Agree the purpose of the interview  **3.3** State what information it would be helpful to get from the interview  **3.4** Identify documents that may be helpful to take to the interview |  |  |  |  | |
| **4.1** Identify key information gained from the interview and any information still needed  **4.2** Identify next steps  **4.3** State how information from the interview helped with deciding on next steps |  |  |  |  | |
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**F/504/5300 Planning and reviewing learning**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe how their learning and performance can be improved by setting clear targets |  |  |  |  |
| **2.1** Agree realistic targets  **2.2** Identify clear steps and deadlines for each target  **2.3** Identify where to get the support they need  **2.4** Identify arrangements for checking progress |  |  |  |  |
| **3.1** Work through the steps in their plan to complete work on time  **3.2** Use different ways of learning suggested by their tutor/supervisor and make changes when needed to improve performance  **3.3** Reflect on their progress and use support given by others to help meet their targets |  |  |  |  |
| **4.1** Identify targets they have met and describe how they have improved their performance  **4.2** Identify what they learned and the different ways they learned  **4.3** Describe what went well and what went less well  **4.4** Use feedback to help identify what they will do to continue to improve how they learn |  |  |  |  |

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**L/504/5249 Using advice and guidance**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** State how advice and guidance can help achieve learning and work related goals  **1.2** Identify at what stages of learning and work it would be beneficial for an individual to seek advice and guidance |  |  |  |  |
| **2.1** Identify a range of sources of advice and guidance related to achieving learning and work related goals  **2.2** State the advantages and disadvantages of using particular sources of advice and guidance  **2.3** Identify the information needed to help make decisions about achieving own learning or work goals  **2.4** Choose and agree source/s of advice and guidance which would be helpful in own situation |  |  |  |  |
| **3.1** Agree when and how to access advice and guidance  **3.2** Use the chosen source/s to get the information needed  **3.3** Identify the next steps towards achieving a learning or work related goal |  |  |  |  |

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**L/504/5140 Communicating with others at work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment | |
| **1.1** Describe the structure of the organisation  **1.2** Identify the lines of communication within the organisation  **1.3** Describe the communication methods used within the organisation  **1.4** Identify who they may need to communicate with in the organisation |  |  |  |  | |
| **2.1** Communicate clearly in ways that suit their purpose and audience  **2.2** Respond to others’ communication with relevant: Comments Questions Information |  |  |  |  | |
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**J/504/5251 Maintaining work standards**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Give examples that show why regular attendance and good timekeeping are important in the workplace  **1.2** Explain why organisations expect workers to dress or behave in particular ways  **1.3** Give examples that show why it is important to follow Health and Safety procedures in the workplace  **1.4** Explain why workplace tasks need to be completed to a particular standard and within a reasonable timeframe |  |  |  |  |
| **2.1** Identify the requirements for attendance and timekeeping in own organisation  **2.2** State the procedures to follow in cases of lateness or absence  **2.3** State why it is important to follow own organisation’s lateness and absence procedures  **2.4** Describe the organisation’s standard for image in terms of appearance and behaviour  **2.5** Give examples of different tasks and describe the standards to which they should be completed  **2.6** Give examples of safe working practices in relation to different tasks |  |  |  |  |
| **3.1** Plan their journey to work to ensure they are able to start work on time  **3.2** Meet timekeeping and attendance requirements  **3.3** Follow procedures if there are any difficulties in timekeeping and attendance |  |  |  |  |
| **4.1** Describe the tasks that need to be done  **4.2** Identify the help, materials, equipment and/or tools needed to complete tasks  **4.3** Ask for any help needed to achieve the quality of work required and to meet deadlines  **4.4** Check finished work meets the required quality  **4.5** Meet deadlines  **4.6** Meet the organisation’s standard for carrying out tasks safely |  |  |  |  |

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**L/504/5199 Overcoming barriers to work**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify external factors that may impact on the range of work opportunities available  **1.2** Identify personal qualities that may affect an individual’s ability to access and stay in work |  |  |  |  |
| **2.1** Identify potential barriers to accessing work opportunities  **2.2** Identify sources of information and support to help overcome barriers  **2.3** Identify potential barriers relevant to own situation |  |  |  |  |
| **3.1** Identify items of expenditure associated with being an employee  **3.2** Identify benefits that are available to people in work  **3.3** State the eligibility criteria for benefits for different circumstances |  |  |  |  |

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**T/504/5147 Exploring job opportunities**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** State who to see and where to go for help with job choices  **1.2** Review their interests, experiences, skills and qualities  **1.3** Get information about job opportunities that may be suitable  **1.4** Agree realistic job options |  |  |  |  |
| **2.1** Identify and agree next steps that would maximise their chance of being successful if they wanted to apply for a particular job option |  |  |  |  |

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**T/504/5214 Rights and responsibilities in the workplace**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe the main rights all employees have at work  **1.2** Explain the rights of an employee working in a particular job/employment sector  **1.3** Give examples of laws that help to protect employees at work  **1.4** Identify who could help with problems at work to do with employee rights  **1.5** State what steps should be taken by an employee if they had a grievance issue at work |  |  |  |  |
| **2.1** Describe the main responsibilities an employee has at work  **2.2** State how an employee gets information about their responsibilities in the workplace  **2.3** State what steps should be taken by an employee if they were faced with disciplinary procedures at work |  |  |  |  |

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**T/504/5181 Learning through work experience**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Agree an appropriate setting for workplace learning  **1.2** Plan how to get to workplace on time  **1.3** Identify: the times to start, finish and take breaks the person to report to what to wear at work  **1.4** State the type of tasks/activities expected in work role  **1.5** Agree what will be gained from the learning experience including: knowledge of how the organisation operates a view on the suitability of that work environment for themselves |  |  |  |  |
| **2.1** Describe what they learnt from induction including health and safety requirements  **2.2** Complete workplace tasks to the required standard  **2.3** Ask for help and advice when necessary |  |  |  |  |
| **3.1** Review workplace experience, with an appropriate person, including the benefits and drawbacks of the work setting  **3.2** Describe what has been learnt from the workplace experience  **3.3** State how the experience may affect decisions about own work/career choices |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**Y/504/5173 Health and safety in the workplace**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** State the main health and safety responsibilities of employers  **1.2** State the health and safety responsibilities of individuals who work for organisations  **1.3** Give examples of legislation and regulations, relevant to own situation, that help keep individuals healthy and safe at work  **1.4** Explain why it is important to follow health and safety procedures |  |  |  |  |
| **2.1** State how individuals working for the organisation are given information about health and safety  **2.2** Identify safety signs in the workplace and state what they mean  **2.3** State how to report a hazard in the workplace  **2.4** Identify the location of: Fire/emergency alarm Firefighting equipment Fire exits Assembly points First aid box First aid assistance Accident book |  |  |  |  |
| **3.1** Identify common accidents in the workplace  **3.2** List ways such accidents can be prevented  **3.3** State how a near miss or accident should be reported  **3.4** State what to do in the event of personal injury  **3.5** Describe when and how to call for emergency assistance |  |  |  |  |
| **4.1** Follow health and safety procedures to carry out tasks safely  **4.2** Use and store tools and equipment safely  **4.3** Maintain a clean and tidy work area |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**A/504/5151 Enterprise skills**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe what is meant by the term entrepreneur  **1.2** Identify the skills that are needed to be a successful entrepreneur  **1.3** Identify attitudes and qualities that are needed to be a successful entrepreneur  **1.4** Give examples of situations where having entrepreneurial skills, attitudes and qualities would be important factors in contributing to business success |  |  |  |  |
| **2.1** Describe how an enterprising person behaves  **2.2** Identify own strengths in terms of enterprising skills, attitudes and qualities  **2.3** State how enterprising skills, attitudes and qualities can help achieve own work related goals  **2.4** Agree activities to develop own enterprising skills and attitudes |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**K/504/5145 Exploring business and enterprise**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify a social enterprise and a commercial enterprise and state how their objectives differ  **1.2** Identify a service provided by a public sector organisation and a service provided by a business in the private sector  **1.3** Identify how public and private sector organisations differ in the way they are financed  **1.4** Identify the key differences between running a business/enterprise as a:Sole trader Partnership Co-operative |  |  |  |  |
| **2.1** Describe the ways that businesses/enterprises benefit individual workers and their communities  **2.2** Identify the economic benefits that businesses/enterprises bring to society |  |  |  |  |
| **3.1** Identify what skills and qualities are needed within a workforce to help a business/enterprise be successful  **3.2** Identify a successful business/enterprise and the products and/or services it supplies  **3.3** Give reasons why the business is successful  **3.4** Give reasons why the process of business planning helps an enterprise to be successful |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**H/504/5208 Participating in an enterprise activity**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Agree an enterprise activity to take part in and describe its intended outcome/s  **1.2** Describe what needs to be done and identify timescales for completing tasks  **1.3** Agree roles and responsibilities of team members  **1.4** Agree arrangements for reviewing progress |  |  |  |  |
| **2.1** Identify resources needed to meet own responsibilities  **2.2** Carry out own tasks to the standard required  **2.3** Keep team members informed of progress  **2.4** Respond to difficulties in an appropriate way |  |  |  |  |
| **3.1** Share information on the extent to which the intended outcome was achieved  **3.2** Identify what the team did well and less well in carrying out the enterprise activity |  |  |  |  |
| **4.1** Identify own contribution towards achieving the intended outcome of the enterprise activity  **4.2** Identify own enterprise skills, attitudes and qualities used in carrying out the activity  **4.3** Agree next steps for continuing to improve own enterprise skills |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**D/501/7021 Introduction to customer care**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Give an example of a positive customer experience  **1.2** Give an example of a negative customer experience |  |  |  |  |
| **2.1** Indicate how positive and negative customer experience could affect a business |  |  |  |  |
| **3.1** Identify and demonstrate behaviours that would contribute to a positive customer experience when: • greeting a customer • answering customer questions • relaying customer information or requests to the correct workplace person  **3.2** Identify and demonstrate behaviours that would contribute to a negative customer experience when: • greeting a customer • answering customer questions • relaying customer information or requests to the correct workplace person |  |  |  |  |
| **4.1** Identify and demonstrate customer safety procedures |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**J/502/0463 Working towards goals**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Describe own strengths and what they need to improve  **1.2** Identify at least one goal which is important for their development  **1.3** Explain why achieving this goal is important  **1.4** Agree the goal with an appropriate person |  |  |  |  |
| **2.1** Identify the activities needed to work towards the goal  **2.2** Identify timescales and deadlines for the achievement of the goal  **2.3** Identify the resources needed to support them in achieving the goal |  |  |  |  |
| **3.1** Follow the activities outlined in the action plan  **3.2** Regularly review the activities and outcomes with an appropriate person  **3.3** Identify what has been achieved and what still needs to be done  **3.4** Amend the action plan to reflect their progress |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**L/618/0144 Fabric Care**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** Identify 3 types of different stains.  **1.2** Describe the methods to remove identified stains.  **1.3** Explain the consequences of using incorrect stain removal techniques on the identified stains. |  |  |  |  |
| **2.1** State the differences between manmade fibres and natural fibres.  **2.2** Identify 2 manmade and 2 natural fibres.  **2.3** Identify garments commonly produced using the fabric created from each fibre type identified. |  |  |  |  |
| **3.1** State why it is important to understand care labels.  **3.2** Identify common symbols that are found on care labels and their meaning.  **3.3** State the consequences of not following the wash label correctly. |  |  |  |  |

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Notes to learners – this checklist is to be completed, to show that you have met all the mandatory and required optional units for the qualification.

**R/618/0145 Sorting Fabrics**

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| Assessment Criteria | Evidence (Brief description/title) | Portfolio Reference | Date Completed | Comment |
| **1.1** List 3 risks associated with the sorting process and PPE needed.  **1.2** Describe the procedure you would follow if you found any risks.  **1.3** Explain the consequences of not following the correct safety procedures. |  |  |  |  |
| **2.1** List 3 factors you would sort fabrics on.  **2.2** Explain the procedure to be followed if you identify damaged items.  **2.3** State the importance of the weight of the washing load.  **2.4** Explain the consequences if correct sorting procedures are not followed. |  |  |  |  |
| **3.1** List 3 types of equipment used in the sorting process.  **3.2** Explain the importance of reporting faulty equipment.  **3.3** State who to contact for equipment failure. |  |  |  |  |

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