## Level 1 Certificate in Skills for Employment

Pupils have to demonstrate competence against the assessment criteria from their day to day work and the teacher assessor has to verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualifications framework level.
Total Credits required to achieve the qualification-16

## Level 1

## Level 1, Unit 2 - Effective Communication in the Workplace ( 3 credits)

## 1. Know the importance of effective communicatio $n$ in the workplace

1.1 I can describe key benefits of effective communication to the individual and to the organisation [1]

## 2. Know that different types of <br> communicatio n are used in different workplace situations

2.1 I can Describe some commonlyused types of workplace communication, oral and written [2]

3. Use<br>appropriate forms of written communicatio n

3.1 I can Produce appropriately presented written documents in formats to meet different purposes and for different audiences [3]

## 4. Use appropriate forms of oral communicatio n

4.1 I can use appropriate forms of oral communication for different purposes, including: contributing to workplace discussion with colleagues: interacting with customers [4]

> 2.2 I can Identify some of the factors that influence the type of communication used (e.g. the level of formality needed) [5]

| 1. Know | 2. Know |
| :--- | :--- |
| that | how to |
| effective | contribute |
| teamwork | to a team |
| requires | task |
| team |  |
| members |  |
| to behave |  |
| in certain |  |
| ways |  |

3. Know
the roles and respon sibilities of team members (including their own) in relation to a given task

### 1.1 I Can

outline positive behaviours necessary for teamwork [7]
3.1 I can identify what the task is about and what the team is working to achieve [9]
2.1 I can
outline own
strengths, skills
and
experiences
that might be
relevant to
team task [8] team task [8]
4. Be able
to work
positively
as a
member of
a team

### 4.1 I can give

 examples of listening to the ideas and suggestions of others [10]3.21 can identify own role and responsibilities and those of others in the team [13]
3.31 can outline how own role contributes to the work of the team as a whole [17]

### 2.21 can

 identify team skills needed to complete team task [12]2.31 can outline how own strengths and skills could match the needs of the team task [16]
5. Be able to review own perfor mance as a member of a team
5.11 can identify which positive teamworking behaviours were demonstrated by self in undertaking the task [11]
5.21 can identify own teamworking skills that could be improved [15]
4.3 I can give examples of offering help or support to other team members [18]
4.4 I can give examples of accepting the help or advice of others [19]

### 4.5 I can

complete the aspects of the allocated task, in line with the brief [20]
4.2 I can give ideas and suggestions as to how the team might complete their task [14]
د

$$
\cdots
$$

## Level 1, Unit 9 - Contribute to Effective Customer Care (1 credit)

1. Know about the principles of good customer service
1.1 I can state why good customer service is important [22]
1.2 I can identify different situations where dealing with customers is required [25]
1.3 I can state what to do when a customer requires help beyond the limits of own responsibility [28]

## 2. Be able to give good customers service

2.1 I can speak to customers [23]
2.2 I can listen to customers [26]
2.3 I ca help customers within the scope of the job role [29]

## 3. Know about the importance of keeping to organisational policies

3.1 I can outline own organisation's customer care standards [24]
3.2 I can state the importance of maintaining customer confidentiality [27]
3.3 I can state what to do if a customer complains [30]
$\underline{2.4 ~ I ~ c a n ~ f i n d ~ t h e ~}$
appropriate persons if
unable to deal with a
customer request [31]

## Level 1, Unit 10 - Building Working Relationships with Customers (2 credits)

## 1. Know that the way of presenting self makes an impression on a customer or client

1.1 I can identify positive ways of presenting self to customers or clients. including appearance, manner and language [33]

## 2. Know that <br> organisations <br> normally have <br> protocols for dealing with customers or clients

2.1 I can outline the basic rules in an organisation for dealing with customers or clients [34]

## 3. Be able to interact positively with customers or clients in line with given protocols

### 3.1 I can follow an

 organisation's protocols to provide answers to straightforward customer queries or to carry out straightforward customer1.2 I can outline effects of presenting self positively on a customer or client [36]
1.3 I can outline effects of presenting self negatively on a customer or client [38]
3.2 I can demonstrate polite behaviour towards customers [37]
3.3 I can identify situations when it is necessary to refer the customer to another colleague or department [39]

## Level 1, Unit 12 - Running an Enterprise Activity (1 credit)

## 1. Know how to increase the likelihood of success in an enterprise activity

1.1 I can identify features which would lead to the effective delivery of a chosen enterprise activity [41]

2. Be able to complete an enterprise activity

2.1 I can prepare the product or service for the enterprise activity incorporating required features [42]
2.2 I can Create appropriate advertising for the product or service [44]

### 2.3 I can set an

 appropriate price for the product or service offered [46]2.4 I can demonstrate appropriate sales and communication skills [47]

## 3. Be able to review the success of the enterprise activity

3.1 I can produce records to show the successes and failures of the enterprise activity [43]
3.2 I can state what would be done differently should there be another enterprise activity [45]

1. Know how to select a suitable enterprise activity
1.1 I can identify strengths of ideas generated for an enterprise activity [49]
2. Know appropriate roles and skills required for the enterprise activity
2.1 I can identify roles required for the enterprise activity [50]
3. Know the costs involved in producing and selling a product or service
3.1 I can identify the cost of items and processes related to producing and selling the product or service [51]
3.2 I can identify the final pricing of the product or service using basic calculations [55]
2.2 I can identify
the practical and personal skills required for the enterprise activity [54]
1.2 I can identify weaknesses of ideas generated for an enterprise activity [53]
4.1 I can use an appropriate method to promote a product or service [52]

## 4. Be able to use an appropriate promotional appropriate technique

## Level 1, Unit 17 - Applying for a Job (1 credit)

## 1. Understand different methods of applying for jobs.

1.1 I can outline different methods of applying for a job. [57]
1.2 I can explain why different methods of applying for a job are used. [59]

## 2. Be able to complete a job application.

2.1 I can present relevant information collected for a job application. [58]
2.2 I can complete a job application form accurately. [60]
2.3 I can complete a CV for a job application in a given format [61]
2.4 I can present an appropriate covering letter for a job application. [62]

## Level 1, Unit 19 - Using Numeracy Skills in the Workplace (3 credits)

\author{

1. Be able to <br> 2. Be able to <br> 3. Be able to <br> 4. Be able to
}
recognise
when to use
numeracy
skills in the
workplace
1.1 I can describe different workplace situations where numeracy skills are needed [64]

## select <br> appropriate numeracy skills in a work context

apply
appropriate
numeracy
skills in a work
context
interpret and communicate results in situations where they have applied numerical skills in a work context
4.1 I can interpret findings in order to present appropriate solutions to different straightforward workplace problems [67]
4.2 I can explain simple conclusions to others [69]

## Level 1, Unit 20 - Participate in an enterprise activity (3 credits)

\author{

1. Be able to <br> plan an enterprise activity
}
1.1 I can agree an enterprise activity and describe its intended outcome [72]

## 2. Be able to meet own responsibilitie sfor an enterprise activity

2.1 I can identify and organise resources needed [73]

## 3. Be able to review the enterprise activity

3.1 I can share information on the extent to which the intended outcome was achieved [74]

## 4. Be able to review own contribution to the enterprise activity

4.1 I can identify own contribution towards achieving the intended outcome of the enterprise activity
1.2 I can describe what needs to be done and identify timescales [76]
2.2 I can carry out own tasks to the quality required [77]
1.3 I can agree roles and responsibilities of team members [80]
2.3 I can keep team members informed of progress [81]
1.4 I can agree arrangements for reviewing progress [83]
2.4 I can respond to difficulties in an appropriate way [84]
3.2 I can identify what the team did well and less well in carrying out the enterprise activity [78]
4.2 I can list own enterprise skills. attitudes and qualities used in carrying out the activity [79]
4.3 I can agree next steps for
continuing to
improve enterprise skills [82]

## Level 1, Unit 24 - Food Safety and Storage (2 credits)

1. Know
the
importance
of handling
food safely
2. Know
about the
importance
of personal
hygiene
when
handling
food
3. Know
about the
importance
of cleaning
a food
work area
4. Know
the
importance
of keeping
food
products safely
1.1 I can describe why it is important to maintain good practice when handling food [86]
1.21 can identify hazards related to food safety [91]

### 2.11 can

identify ways to maintain personal hygiene in the food work area [87]
2.21 can identify how and when to wash hands [92]


### 3.21 can

 outline ways of keeping the food work area clean [93]4.11 can outline how to store different types of food correctly [89]
5. Be able to handle food safely
5.11 can handle food safely following correct procedures [90]
1.31 can describe appropriate
2.31 can
outline potential
3.31 can
safely use appropriate

### 4.2 I can state

why it is important to follow food storage instructions [94]

| actions for | problems | cleaning | should be |
| :---: | :---: | :---: | :---: |
| dealing with | resulting from | materials in a | handled to |
| hazards [95] | not maintaining | food work area | avoid |
|  | personal | [97] | contaminatio |
|  | hygiene in the |  | [98] |
|  | food work area |  |  |

1.4 I can identify why it is important to store and dispose of waste safely [99]
4.4 I can
identify ways in
which food
should be
stored to avoid
contamination
[100]
1.5 I can identify how to dispose of food safely [101]

## Level 1, Unit 25 - Food Service ( 3 credits)

## 1. Know different types of food service

1.1 I can describe different types of food service [103]

## 2. Be able to work in a food service area according to instructions

2.1 I can set up the food service area [104]
2.2 I can serve hot/cold food in a safe and hygienic manner [105]
2.3 I can state health and safety and hygiene requirements when serving food [106]
2.4 I can close down the food service area [107]

## Level 1, Unit 26 - Health and Safety Awareness in Team Leading (3 credits)

## 1. Know about

2. Know the risks
3. Understand the
health and safety in the workplace
1.1 I can outline health and safety policies in the work place [109]
1.2 I can describe the impact of health and safety legislation on working conditions [112]
and hazards in the work place
2.1 I can identify hazards
in the workplace [110]
health and safety responsibilities of a team leader
3.1 I can describe the health and safety responsibilities of a team leader [111]
3.2 I can explain the need for risk assessment [114]
2.2 I can identify risks in the workplace in given situations [113]

## Level 1, Unit 27 - Drugs Education (2 credits)

1. Unde
rstand $\mathbf{i}$
nforma
tion
relatin
g to rec
ommen
ded
alcohol
intake
limits

| 2. Unde | 3. Unde <br> rstand <br> prstand |
| :--- | :--- |
| proble | proble |
| ms ass | ms ass |
| ociated | ociated |
| with | with |
| alcohol | tobacc |
| abuse | o use |
|  |  |
|  |  |

4. 

Know
the
danger
s of the
misuse
of legal
drugs
5.
6.

Know
about
the cla
ssificat
ion
system
for
illegal
drugs
and
how dif
ferent
drugs
are cla
ssified
Know 7.

Know health how risks as the law sociate is d with applied the use in
of respect illegal of the drugs posses sion and supply of illegal drugs

| 1.1 I can | 2.1 I can | 3.1 I can | 4.1 I can | 5.1 I can | 6.1 I can | 7.11 can |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| indicate | identify | name | identify | classify | identify | describe |
| what is | two | three | two | five illegal | three | the |
| meant by | specific | main | dangers | drugs into | health | possible |
| "percenta | health | harmful | of the | classes A, | risks | penalties |
| ge by | risks | substance | misuse of | $B$ and C | associate | associate |
| volume" | associate | s in | legal | [121] | d with the | $d$ with the |
| of an | d with | tobacco | drugs, |  | use of | possessio |
| alcoholic | alcohol | and | e.g. |  | illegal | $n$ and |
| drink | abuse | describe | valium, |  | drugs | supply of |
| [117] | [118] | the effect | steroids |  | [122] | illegal |

of each on [120] drugs
the
human
body
[119]

| 1.21 can | 2.21 can | 3.21 can |
| :---: | :---: | :---: |
| descibe, | describe | outline |
| using | two social | three |
| examples, | problems | social |
| the link | associate | issues |
| between | d with | associate |
| percentag | alcohol | d with |
| e by | abuse | tobacco |
| volume | [125] | use. |
| and units |  | including |
| of alcoho |  | passive |
| [124] |  | smoking |

from each
class (A, B
and C)
[123]
1.3 I can
describe current go vernment guidance for men and women on recomme nded limits of alcohol co nsumptio n [127]

## Level 1, Unit 29 - Working in an office setting (4 credits)

## 1. Understand <br> how to work as part of an office team <br> 2. Work as part of an office team

1.1 I can list 4 key roles within an office [129]
2.11 can demonstrate effective team working and explain own contribution to effectiveness of the team [130]

## 3. Know how to organise own work

### 3.1 I can explain

 why it is important to be organised in own work role [131]
## 4. Organise own work

4.1 I can show how to be organised in own work role [132]

### 1.2 I can outline

2.2 I can show how

### 3.2 I can outline

what is meant by a team [133]
1.3 I can list members of own team and state their roles [137]
1.4 I can state what is meant by a good working relationship [141]
help has been given
to another member of the team [134]

### 2.3 I can

demonstrate how a problem with working relationships can be solved [138]
2.4 I can show how feedback has been received and used to improve the standard of work [142]
1.5 I can explain how good working relationships with other team members can be maintained [145]
1.6 I can state how help can be given to other members of the team [148]
1.7 I can outline 2
problems with
working relationships and how these can be solved [150]
1.8 I can explain how feedback can be received and used to improve the standard of work [152]
how to understand instructions [135]
3.3 I can state why it is important to use time effectively [139]
3.4 I can identify necessary resources [143]
3.5 I can state why it is important to keep the work area tidy and minimise waste [146]
demonstrate how to understand instructions [136]

### 4.3 I can

 demonstrate how to use time effectively [140]4.4 I can show how to acquire the resources needed [144]
4.5 I can keep the work area tidy [147]
4.6 I can show how to minimise waste
in the office [149]
4.7 I can show how to minimise waste
in the office [151]

## Level 1, Unit 33 - Supporting others in the community ( 3 credits)

1. 

Identify
others
2. Know
3. Under
4. Be stand why aware of relevant
5. Be able to support
6. Review the effec

Level 1 Certificate in Skills for Employment
-->

## support cannot <br> be offered

2.1 I can 3.1 I can identify the i ndividual/pe ople to be supported
ways [154] 1.2 I can
outline their
support
needs [160] 1.2 I can
outline their
support
needs [160] 1.2 I can
outline their
support
needs [160] 1.2 I can
outline their
support
needs [160]
others need support in the co mmunity
[155]
support in
different
identify the i ndividual/pe ople who need
1.1 I can 155.
state what help or support cannot be offered [156]
3.2 I can outline why this support cannot be offered [162]
2.2 I can state the ways the ind ividual/peop le will be supported [161]
health others in and safety issues

### 4.1 I can

 list relevant health and safety issues [157]5.1 I can support the individual/p eople [158]
tiveness his/her c of the ommunit support y
given
6.1 I can
identify what went well [159]
6.2 I can identify what did not go well
6.3 I can that could

## Level 1, Unit 37 - Investigating Rights and Responsibilities at Work (1 credit)

## 1. Know employee 'rights' and 'responsibilities' in a place of work

1.1 I can outline employee 'rights' at work [167]

## 2. Know how the rights of individuals are supported in a place of work

2.1 I can describe the factors that may affect the rights of individuals at work [168]

## 3. Know the responsibilities of employers in a place of work

3.1 I can identify employer responsibilities at work, in regard to: fulfilling a contract: health and safety: equal opportunities and prevention of discrimination [169]
2.2 I can describe how to respect the rights of individuals at work [171]
1.2 I can outline employee 'responsibilities' at work [170]
4.21 can
give
examples of working safely [163]
[164] identify changes be made [165]

# Level 1, Unit 51 - Managing Your Own Money (2 credits) 

\author{

1. Be able to <br> compare personal <br> income with expenditure
}
1.1 Identify different sources of income [174]
1.2 Identify regular weekly expenditure [177]
1.3 Use calculations to compare weekly income with expenditure [180]

## 2. Know how to save money

2.1 Outline ways to make savings in weekly expenditure [175]
2.2 Outline features of different types of savings accounts [178]
2.3 Identify a savings account to match own needs [181]

## 3. Understand borrowing money

3.1 Identify reasons why borrowing money could be necessary [176]
3.2 Explain factors to take into account before borrowing money [179]
3.3 Outline the features of different ways to borrow money [182]

## Level 1, Unit 1 - Improving Productivity Using IT (3 credits)

## 1. Plan the use of appropriate IT systems and software to meet requirements

1.1 Identify the purpose for using IT [184]
1.2 Identify the methods, skills and resources required to complete the task successfully [187]

## 2. Use IT systems and software efficiently to complete planned tasks

2.1 Identify automated routines to improve productivity [185]
2.2 Use automated routines that aid efficient processing or presentation [188]

## 3. Review the selection and use of IT tools to make sure that work activities are successful

3.1 Review outcomes to make sure they meet the requirements of the task and are fit for purpose [186]

> 3.2 Decide whether the IT tools selected were appropriate for the task and purpose [189]
1.3 Plan how to carry out the task using IT to achieve the required purpose and outcome [190]
1.4 Identify reasons for choosing particular IT systems and software applications for the task [193]
1.5 Select IT systems and software applications as appropriate for the purpose [195]
1.6 Identify any legal or local guidelines or constraints that may affect the task or activity [196]
2.3 Complete planned tasks using IT [191]
3.3 Identify the strengths and weaknesses of the completed task [192]
3.4 Identify ways to make further improvements to work [194]

## Level 1, Unit 7 - Developing team and interpersonal skills (2 credits)

## 1. Understand the role and responsibilities associated with working in a team

## 2. Be able to recognise interpersonal skills

## 3. Be able to participate effectively in meetings

3.1 Identify different types of meeting [200]
3.2 State the importance of an agenda [203]
3.3 Participate in a meeting appropriately including listening to others and making contributions [206]
3.4 Identify any action points for self from the meeting [208]

> 2.1 Give examples of when own good interpersonal skills have been used [199]
2.2 Give examples of when poor interpersonal skills have been experienced [202]
1.3 Identify appropriate tasks that can be undertaken by self within the team [204]

### 2.3 Identify how to

overcome communication problems within a group/team [205]

## Level 1, Unit 6 - Work in a Team (3 credits)

## 1. Be able to work as a member of a team

1.1 Identify own team's goals [211]

1.2 Identify own tasks to be carried out to achieve the team's goals [214]

## 2. Know how to resolve disagreements within a team

2.1 Resolve disagreements
in a way that minimises disruption to own team [212]
2.2 Report to the relevant persons any disagreements that cannot be resolved [215]

## 3. Be able to help others

3.1 Help members of staff [213]
3.2 Help with routine requests [216]
1.3 Identify members of the team they will work with to achieve the team's goals [217]
1.4 Carry out own tasks to achieve team's goals [218]

Source URL: https://theingots.org/community/l1sfe

## Links

[1] https://theingots.org/community/eml1u2x\#1.1
[2] https://theingots.org/community/eml1u2x\#2.1
[3] https://theingots.org/community/eml1u2x\#3.1
[4] https://theingots.org/community/eml1u2x\#4.1
[5] https://theingots.org/community/eml1u2x\#2.2
[6] https://theingots.org/community/eml1u2i
[7] https://theingots.org/community/eml1u8x\#1.1
[8] https://theingots.org/community/eml1u8x\#2.1
[9] https://theingots.org/community/eml1u8x\#3.1
[10] https://theingots.org/community/eml1u8x\#4.1
[11] https://theingots.org/community/emllu8x\#5.1
[12] https://theingots.org/community/eml1u8x\#2.2
[13] https://theingots.org/community/eml1u8x\#3.2
[14] https://theingots.org/community/eml1u8x\#4.2
[15] https://theingots.org/community/eml1u8x\#5.2
[16] https://theingots.org/community/eml1u8x\#2.3
[17] https://theingots.org/community/eml1u8x\#3.3
[18] https://theingots.org/community/eml1u8x\#4.3
[19] https://theingots.org/community/eml1u8x\#4.4
[20] https://theingots.org/community/eml1u8x\#4.5
[21] https://theingots.org/community/eml1u8i
[22] https://theingots.org/community/eml1u9x\#1.1
[23] https://theingots.org/community/eml1u9x\#2.1
[24] https://theingots.org/community/eml1u9x\#3.1
[25] https://theingots.org/community/eml1u9x\#1.2
[26] https://theingots.org/community/eml1u9x\#2.2
[27] https://theingots.org/community/eml1u9x\#3.2
[28] https://theingots.org/community/eml1u9x\#1.3
[29] https://theingots.org/community/eml1u9x\#2.3
[30] https://theingots.org/community/eml1u9x\#3.3
[31] https://theingots.org/community/eml1u9x\#2.4
[32] https://theingots.org/community/eml1u9i
[33] https://theingots.org/community/eml1u10x\#1.1
[34] https://theingots.org/community/eml1u10x\#2.1
[35] https://theingots.org/community/eml1u10x\#3.1
[36] https://theingots.org/community/eml1u10x\#1.2
[37] https://theingots.org/community/eml1u10x\#3.2
[38] https://theingots.org/community/eml1u10x\#1.3
[39] https://theingots.org/community/eml1u10x\#3.3
[40] https://theingots.org/community/eml1u10i
[41] https://theingots.org/community/eml1u12x\#1.1
[42] https://theingots.org/community/eml1u12x\#2.1
[43] https://theingots.org/community/eml1u12x\#3.1
[44] https://theingots.org/community/eml1u12x\#2.2
[45] https://theingots.org/community/eml1u12x\#3.2
[46] https://theingots.org/community/eml1u12x\#2.3
[47] https://theingots.org/community/eml1u12x\#2.4
[48] https://theingots.org/community/eml1u12i
[49] https://theingots.org/community/eml1u13x\#1.1
[50] https://theingots.org/community/eml1u13x\#2.1
[51] https://theingots.org/community/eml1u13x\#3.1
[52] https://theingots.org/community/eml1u13x\#4.1
[53] https://theingots.org/community/eml1u13x\#1.2
[54] https://theingots.org/community/eml1u13x\#2.2
[55] https://theingots.org/community/eml1u13x\#3.2
[56] https://theingots.org/community/eml1u13i
[57] https://theingots.org/community/eml1u17x\#1.1
[58] https://theingots.org/community/eml1u17x\#2.1
[59] https://theingots.org/community/eml1u17x\#1.2
[60] https://theingots.org/community/eml1u17x\#2.2
[61] https://theingots.org/community/eml1u17x\#2.3
[62] https://theingots.org/community/eml1u17x\#2.4
[63] https://theingots.org/community/eml1u17i
[64] https://theingots.org/community/eml1u19x\#1.1
[65] https://theingots.org/community/eml1u19x\#2.1
[66] https://theingots.org/community/eml1u19x\#3.1
[67] https://theingots.org/community/eml1u19x\#4.1
[68] https://theingots.org/community/eml1u19x\#3.2
[69] https://theingots.org/community/eml1u19x\#4.2
[70] https://theingots.org/community/eml1u19x\#3.3
[71] https://theingots.org/community/eml1u19i

## Level 1 Certificate in Skills for Employment

[72] https://theingots.org/community/eml1u20x\#1.1
[73] https://theingots.org/community/eml1u20x\#2.1
[74] https://theingots.org/community/eml1u20x\#3.1
[75] https://theingots.org/community/eml1u20x\#4.1
[76] https://theingots.org/community/eml1u20x\#1.2
[77] https://theingots.org/community/eml1u20x\#2.2
[78] https://theingots.org/community/eml1u20x\#3.2
[79] https://theingots.org/community/eml1u20x\#4.2
[80] https://theingots.org/community/eml1u20x\#1.3
[81] https://theingots.org/community/eml1u20x\#2.3
[82] https://theingots.org/community/eml1u20x\#4.3
[83] https://theingots.org/community/eml1u20x\#1.4
[84] https://theingots.org/community/eml1u20x\#2.4
[85] https://theingots.org/community/eml1u20i
[86] https://theingots.org/community/eml1u24x\#1.1
[87] https://theingots.org/community/eml1u24x\#2.1
[88] https://theingots.org/community/eml1u24x\#3.1
[89] https://theingots.org/community/eml1u24x\#4.1
[90] https://theingots.org/community/eml1u24x\#5.1
[91] https://theingots.org/community/eml1u24x\#1.2
[92] https://theingots.org/community/eml1u24x\#2.2
[93] https://theingots.org/community/eml1u24x\#3.2
[94] https://theingots.org/community/eml1u24x\#4.2
[95] https://theingots.org/community/eml1u24x\#1.3
[96] https://theingots.org/community/eml1u24x\#2.3
[97] https://theingots.org/community/eml1u24x\#3.3
[98] https://theingots.org/community/eml1u24x\#4.3
[99] https://theingots.org/community/eml1u24x\#1.4
[100] https://theingots.org/community/eml1u24x\#4.4
[101] https://theingots.org/community/eml1u24x\#1.5
[102] https://theingots.org/community/eml1u24i
[103] https://theingots.org/community/eml1u25x\#1.1
[104] https://theingots.org/community/eml1u25x\#2.1
[105] https://theingots.org/community/eml1u25x\#2.2
[106] https://theingots.org/community/eml1u25x\#2.3
[107] https://theingots.org/community/eml1u25x\#2.4
[108] https://theingots.org/community/eml1u25i
[109] https://theingots.org/community/eml1u26x\#1.1
[110] https://theingots.org/community/eml1u26x\#2.1
[111] https://theingots.org/community/eml1u26x\#3.1
[112] https://theingots.org/community/eml1u26x\#1.2
[113] https://theingots.org/community/eml1u26x\#2.2
[114] https://theingots.org/community/eml1u26x\#3.2
[115] https://theingots.org/community/eml1u26x\#2.3
[116] https://theingots.org/community/eml1u26i
[117] https://theingots.org/community/eml1u27x\#1.1
[118] https://theingots.org/community/eml1u27x\#2.1
[119] https://theingots.org/community/eml1u27x\#3.1
[120] https://theingots.org/community/eml1u27x\#4.1
[121] https://theingots.org/community/eml1u27x\#5.1
[122] https://theingots.org/community/eml1u27x\#6.1
[123] https://theingots.org/community/eml1u27x\#7.1
[124] https://theingots.org/community/eml1u27x\#1.2
[125] https://theingots.org/community/eml1u27x\#2.2
[126] https://theingots.org/community/eml1u27x\#3.2
[127] https://theingots.org/community/eml1u27x\#1.3
[128] https://theingots.org/community/eml1u27i
[129] https://theingots.org/community/eml1u29x\#1.1
[130] https://theingots.org/community/eml1u29x\#2.1

## Level 1 Certificate in Skills for Employment

[131] https://theingots.org/community/eml1u29x\#3.1
[132] https://theingots.org/community/eml1u29x\#4.1
[133] https://theingots.org/community/eml1u29x\#1.2
[134] https://theingots.org/community/eml1u29x\#2.2
[135] https://theingots.org/community/emllu29x\#3.2
[136] https://theingots.org/community/eml1u29x\#4.2
[137] https://theingots.org/community/eml1u29x\#1.3
[138] https://theingots.org/community/eml1u29x\#2.3
[139] https://theingots.org/community/eml1u29x\#3.3
[140] https://theingots.org/community/eml1u29x\#4.3
[141] https://theingots.org/community/eml1u29x\#1.4
[142] https://theingots.org/community/eml1u29x\#2.4
[143] https://theingots.org/community/eml1u29x\#3.4
[144] https://theingots.org/community/eml1u29x\#4.4
[145] https://theingots.org/community/eml1u29x\#1.5
[146] https://theingots.org/community/eml1u29x\#3.5
[147] https://theingots.org/community/eml1u29x\#4.5
[148] https://theingots.org/community/eml1u29x\#1.6
[149] https://theingots.org/community/eml1u29x\#4.6
[150] https://theingots.org/community/eml1u29x\#1.7
[151] https://theingots.org/community/eml1u29x\#4.7
[152] https://theingots.org/community/eml1u29x\#1.8
[153] https://theingots.org/community/eml1u29i
[154] https://theingots.org/community/eml1u33x\#1.1
[155] https://theingots.org/community/eml1u33x\#2.1
[156] https://theingots.org/community/eml1u33x\#3.1
[157] https://theingots.org/community/eml1u33x\#4.1
[158] https://theingots.org/community/eml1u33x\#5.1
[159] https://theingots.org/community/eml1u33x\#6.1
[160] https://theingots.org/community/eml1u33x\#1.2
[161] https://theingots.org/community/eml1u33x\#2.2
[162] https://theingots.org/community/eml1u33x\#3.2
[163] https://theingots.org/community/eml1u33x\#4.2
[164] https://theingots.org/community/eml1u33x\#6.2
[165] https://theingots.org/community/eml1u33x\#6.3
[166] https://theingots.org/community/eml1u33i
[167] https://theingots.org/community/eml1u37x\#1.1
[168] https://theingots.org/community/eml1u37x\#2.1
[169] https://theingots.org/community/eml1u37x\#3.1
[170] https://theingots.org/community/eml1u37x\#1.2
[171] https://theingots.org/community/eml1u37x\#2.2
[172] https://theingots.org/community/eml1u37x\#2.3
[173] https://theingots.org/community/eml1u37i
[174] https://theingots.org/community/eml1u51x\#1.1
[175] https://theingots.org/community/eml1u51x\#2.1
[176] https://theingots.org/community/eml1u51x\#3.1
[177] https://theingots.org/community/eml1u51x\#1.2
[178] https://theingots.org/community/eml1u51x\#2.2
[179] https://theingots.org/community/eml1u51x\#3.2
[180] https://theingots.org/community/eml1u51x\#1.3
[181] https://theingots.org/community/eml1u51x\#2.3
[182] https://theingots.org/community/eml1u51x\#3.3
[183] https://theingots.org/community/eml1u51i
[184] https://theingots.org/community/eml1u1x\#1.1
[185] https://theingots.org/community/eml1u1x\#2.1
[186] https://theingots.org/community/eml1u1x\#3.1
[187] https://theingots.org/community/eml1u1x\#1.2
[188] https://theingots.org/community/eml1u1x\#2.2
[189] https://theingots.org/community/eml1u1x\#3.2

## Level 1 Certificate in Skills for Employment

[190] https://theingots.org/community/eml1u1x\#1.3
[191] https://theingots.org/community/eml1u1x\#2.3
[192] https://theingots.org/community/eml1u1x\#3.3
[193] https://theingots.org/community/eml1u1x\#1.4
[194] https://theingots.org/community/eml1u1x\#3.4
[195] https://theingots.org/community/eml1u1x\#1.5
[196] https://theingots.org/community/eml1u1x\#1.6
[197] https://theingots.org/community/eml1uli
[198] https://theingots.org/community/eml1u7x\#1.1
[199] https://theingots.org/community/eml1u7x\#2.1
[200] https://theingots.org/community/eml1u7x\#3.1
[201] https://theingots.org/community/eml1u7x\#1.2
[202] https://theingots.org/community/eml1u7x\#2.2
[203] https://theingots.org/community/eml1u7x\#3.2
[204] https://theingots.org/community/eml1u7x\#1.3
[205] https://theingots.org/community/eml1u7x\#2.3
[206] https://theingots.org/community/eml1u7x\#3.3
[207] https://theingots.org/community/emllu7x\#1.4
[208] https://theingots.org/community/eml1u7x\#3.4
[209] https://theingots.org/community/eml1u7x\#3.5
[210] https://theingots.org/community/eml1u7i
[211] https://theingots.org/community/eml1u6x\#1.1
[212] https://theingots.org/community/eml1u6x\#2.1
[213] https://theingots.org/community/eml1u6x\#3.1
[214] https://theingots.org/community/emllu6x\#1.2
[215] https://theingots.org/community/eml1u6x\#2.2
[216] https://theingots.org/community/eml1u6x\#3.2
[217] https://theingots.org/community/emllu6x\#1.3
[218] https://theingots.org/community/eml1u6x\#1.4
[219] https://theingots.org/community/eml1u6i

