

<b>Title:</b>	Following Simple Routines and Tasks in a Workplace
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	Y/652/0535
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the knowledge, understanding and skills to follow simple workplace routines and tasks in line with given instructions and procedures.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Direct observation should form a primary source of evidence and be supported, where appropriate, by discussion, annotated screenshots or photographs, saved documents, or witness statements.</p> <p>Skills-based assessment must be carried out over an appropriate period of time to ensure consistency and independence of performance.</p> <p>Evidence must confirm that the learner can follow simple workplace routines and tasks in line with given instructions and procedures.</p>

## Learning outcomes

*The learner will:*

1. Understand the importance of following routines in a workplace.

### Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and understanding of what workplace routines are and why they are important.

The learner must demonstrate that they can:

- 1.1 Identify **what a routine is in a workplace**.
- 1.2 Identify **why following routines is important**.
- 1.3 Identify **examples of routine tasks** carried out in a workplace.

2. Be able to follow simple instructions to complete workplace tasks.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to follow simple instructions to complete workplace tasks.

The learner must demonstrate that they can:

- 2.1 **Follow simple instructions** to complete a task.
- 2.2 **Ask questions to confirm understanding** of instructions.
- 2.3 **Identify when clarification is needed.**

3. Be able to complete simple workplace tasks as part of a routine.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to complete simple workplace tasks as part of a routine.

The learner must demonstrate that they can:

- 3.1 **Complete a simple workplace task as instructed.**
- 3.2 **Carry out tasks in the correct order** when required.
- 3.3 **Work within given time expectations.**

4. Understand appropriate behaviour when following routines and tasks in a workplace.

**Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and understanding of appropriate behaviour when following routines and tasks in a workplace.

The learner must demonstrate that they can:

- 4.1 Identify **appropriate behaviour when completing workplace tasks.**
- 4.2 Identify **why responsibility is important in the workplace.**
- 4.3 **Follow basic rules and procedures when carrying out tasks.**

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p><b>Requirements</b></p>	
<p><b>What a routine is in a workplace:</b></p>	<p><b>Definition:</b></p> <p>A task or activity that is carried out regularly in a workplace as part of normal working practice.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• A routine is a repeated activity.</li> <li>• Workplace routines happen regularly (e.g. daily, weekly).</li> <li>• Routines help work run smoothly.</li> <li>• Routines are part of normal business operations.</li> <li>• Difference between a routine and a one-off task.</li> <li>• Learners must demonstrate: <ul style="list-style-type: none"> <li>○ Identifying what a routine is in a workplace.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Examples of start-of-day routines.</li> <li>• End-of-day routines.</li> <li>• Comparing workplace routines to personal routines.</li> <li>• Simple discussion about what happens if routines are not followed.</li> </ul>
<p><b>Why following routines is important:</b></p>	<p><b>Definition:</b></p> <p>Understanding the reasons why regular workplace tasks must be carried out consistently.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Following routines ensures consistency.</li> <li>• Routines support efficiency.</li> <li>• Routines help maintain safety.</li> <li>• Routines support teamwork.</li> <li>• Routines help meet business standards.</li> <li>• Learners must demonstrate:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Identifying at least one reason why following routines is important.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Consequences of not following routines.</li> <li>• Linking routines to customer service.</li> <li>• Simple workplace examples.</li> <li>• Discussion of reliability and responsibility.</li> </ul>
<p><b>Examples of routine tasks:</b></p>	<p><b>Definition:</b> Regular tasks carried out in a workplace as part of daily or scheduled work.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying examples of routine tasks (e.g. checking emails, filing documents, opening/closing tasks).</li> <li>• Recognising that routines vary by job role.</li> <li>• Understanding that routine tasks may be daily or weekly.</li> <li>• Linking routine tasks to workplace roles.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Identifying examples of routine tasks carried out in a workplace.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Creating a list of routine tasks in different workplaces.</li> <li>• Matching tasks to job roles.</li> <li>• Scenario-based discussions.</li> <li>• Observation or workplace examples.</li> </ul>
<p><b>Follow simple instructions:</b></p>	<p><b>Definition:</b> Carrying out a workplace task by following clear verbal or written directions.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Listening to or reading simple instructions carefully.</li> <li>• Identifying key steps within instructions.</li> <li>• Completing a task in the correct order.</li> <li>• Following instructions accurately.</li> <li>• Recognising different formats of instructions (verbal, written).</li> </ul>

	<ul style="list-style-type: none"> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Following simple instructions to complete a task correctly.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Step-by-step task activities.</li> <li>• Highlighting key words in instructions.</li> <li>• Comparing clear and unclear instructions.</li> <li>• Practical task demonstrations.</li> </ul>
<p><b>Ask questions to confirm understanding:</b></p>	<p><b>Definition:</b> Seeking clarification to ensure instructions are understood before or during a task.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Asking relevant questions when unsure.</li> <li>• Confirming key details (e.g. deadline, order, format).</li> <li>• Repeating instructions back in own words.</li> <li>• Knowing it is appropriate to ask before starting.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Asking questions to confirm understanding before completing a task.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Role-play scenarios.</li> <li>• Practising question phrases e.g. “Can I check...?”.</li> <li>• Identifying examples of appropriate questions.</li> <li>• Peer discussion activities.</li> </ul>
<p><b>Identify when clarification is needed:</b></p>	<p><b>Definition:</b> Recognising when instructions are unclear, incomplete or confusing and require further explanation.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Identifying missing or unclear information.</li> <li>• Recognising uncertainty before proceeding.</li> <li>• Understanding that clarification prevents mistakes.</li> <li>• Knowing who to ask for clarification.</li> <li>• Learners must demonstrate:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Identifying when clarification is needed in a task scenario.</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Reviewing unclear instructions.</li> <li>• Spotting errors or gaps in instructions.</li> <li>• Scenario-based exercises.</li> <li>• Discussing consequences of not seeking clarification.</li> </ul>
<p><b>Complete a simple workplace task as instructed:</b></p>	<p><b>Definition:</b> Carrying out a basic workplace task by following given instructions accurately.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding task instructions before starting.</li> <li>• Completing the task fully.</li> <li>• Following instructions accurately.</li> <li>• Checking work once completed.</li> <li>• Recognising when the task is finished.</li> <li>• Learners must demonstrate: <ul style="list-style-type: none"> <li>○ Completing a simple workplace task as instructed.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Practical task simulations.</li> <li>• Using checklists.</li> <li>• Observed task completion.</li> <li>• Comparing completed work against instructions.</li> </ul>
<p><b>Carry out tasks in the correct order:</b></p>	<p><b>Definition:</b> Completing tasks in the required sequence to ensure they are done correctly.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding that some tasks must follow a sequence.</li> <li>• Identifying steps in order.</li> <li>• Completing tasks step-by-step.</li> <li>• Recognising consequences of incorrect order.</li> <li>• Learners must demonstrate: <ul style="list-style-type: none"> <li>○ Carrying out a task in the correct order when required.</li> </ul> </li> </ul>

	<p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Sequencing exercises.</li> <li>• Flowchart activities.</li> <li>• Reordering mixed-up task steps.</li> <li>• Practical demonstrations.</li> </ul>
<p><b>Work within given time expectations:</b></p>	<p><b>Definition:</b> Completing tasks within the time limits or deadlines provided.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Understanding time instructions (e.g. complete by a certain time).</li> <li>• Starting tasks promptly.</li> <li>• Monitoring time while working.</li> <li>• Finishing tasks within the given timeframe.</li> <li>• Recognising importance of meeting deadlines.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Working within given time expectations during a task.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Timed task activities.</li> <li>• Using simple timers.</li> <li>• Discussing why time management is important.</li> <li>• Reflecting on time taken to complete tasks.</li> </ul>
<p><b>Appropriate behaviour when completing workplace tasks:</b></p>	<p><b>Definition:</b> Acting in a professional and responsible manner when carrying out workplace routines and tasks.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Being punctual.</li> <li>• Following instructions.</li> <li>• Maintaining focus on tasks.</li> <li>• Using polite and respectful behaviour.</li> <li>• Demonstrating reliability.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Identifying appropriate behaviour when completing workplace tasks.</li> </ul> </li> </ul>

	<p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Comparing appropriate and inappropriate behaviours.</li> <li>• Scenario discussions.</li> <li>• Role-play activities.</li> <li>• Linking behaviour to workplace expectations.</li> </ul>
<p><b>Why responsibility is important in the workplace:</b></p>	<p><b>Definition:</b> Understanding why employees must take ownership of their actions and tasks at work.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Responsibility supports teamwork.</li> <li>• Responsibility ensures tasks are completed correctly.</li> <li>• Responsibility contributes to workplace safety.</li> <li>• Responsibility supports trust and reliability.</li> <li>• Consequences of not taking responsibility.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Identifying at least one reason why responsibility is important.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Workplace case examples.</li> <li>• Discussion of reliability and trust.</li> <li>• Linking responsibility to routines.</li> <li>• Reflective activities.</li> </ul>
<p><b>Follow basic rules and procedures when carrying out tasks:</b></p>	<p><b>Definition:</b> Adhering to workplace policies and instructions when completing routines and tasks.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Following health and safety rules.</li> <li>• Following task instructions.</li> <li>• Adhering to workplace standards.</li> <li>• Recognising consequences of not following procedures.</li> <li>• Understanding the importance of compliance.</li> <li>• Learners must demonstrate:             <ul style="list-style-type: none"> <li>○ Following basic rules and procedures during a task.</li> </ul> </li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Practical demonstrations.</li> </ul>

	<ul style="list-style-type: none"><li>• Reviewing workplace policy examples.</li><li>• Sequencing tasks according to rules.</li><li>• Discussing why procedures protect staff and customers.</li></ul>
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