

Title:	Sustainability and Green Skills Awareness
Level:	1
Credit value:	2
GLH:	18
Unique Reference Number:	L/651/8445
Sector Subject Area:	14.1: Foundations for Learning and Life.
Aim:	The aim of this unit is to help learners understand what sustainability means and why it matters for work and everyday life. Learners will explore how small, practical actions can reduce waste, save resources, and protect the environment, and how developing green skills can improve employability in all sectors.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Understand what sustainability means in everyday life and work.

Delivery content:

The aim of this learning outcome is to help learners understand the meaning of sustainability and identify how everyday choices affect the environment.

The learner must:

- 1.1 Describe what is meant by **sustainability**.
- 1.2 Identify examples of **sustainable behaviour** at home or at work.
- 1.3 Outline why sustainability is important for **people, workplaces and communities**.

2. Know how workplaces can act sustainably.

Delivery content:

The aim of this learning outcome is to help learners recognise that all job roles can contribute to sustainability through responsible habits and efficient use of resources.

The learner must:

- 2.1 Identify examples of **sustainable practices** that can be used at work.
- 2.2 Describe how to **reduce waste and save resources** in a workplace setting.
- 2.3 Identify how sustainability links to **employability** or future job opportunities.

Scope of Training

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.

Requirements

<p>Sustainability:</p>	<p>Definition: Using resources carefully so that people, the economy, and the environment can all thrive now and in the future.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Simple explanation of “reduce, reuse, recycle.” • Understanding that sustainability means balancing people’s needs with caring for the planet. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners creating a poster or mind-map of what sustainability means to them.
<p>Sustainable behaviour</p>	<p>Definition: Everyday actions that reduce waste, save energy, or use resources responsibly.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples at home (turning off lights, recycling, reusing containers) and at work (printing less, reducing food waste, saving fuel). • How individual choices make a difference. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners keeping a “green diary” for one week recording small sustainable actions.

<p>People, workplaces and communities:</p>	<p>Definition: The shared benefits of acting sustainably for individuals, employers, and society.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How sustainable habits improve health, reduce costs, and protect local environments. • Why employers value staff who act responsibly. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Group discussion linking sustainability to local community issues.
<p>Sustainable practices:</p>	<p>Definition: Workplace routines that save energy, reduce waste, and use resources wisely.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Examples: turning off equipment, recycling materials, reducing packaging, car sharing, using refill systems. • Recognising sustainability as part of professionalism and teamwork. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners identifying one sustainable action suitable for a workplace they know.
<p>Reduce waste</p>	<p>Definition: Cutting down on the amount of materials or energy that are thrown away or not used efficiently.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Everyday examples such as recycling, avoiding single-use items, printing less, and planning work to avoid leftovers. • Understanding that less waste means lower costs and a cleaner environment. • Recognising that waste can often be reduced through careful planning or reusing materials. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners completing a simple “waste walk” around a classroom or workspace to identify what could be reduced or reused. • Creating posters or checklists encouraging waste reduction.
<p>Save resources:</p>	<p>Definition: Using energy, materials, and water carefully so that nothing is wasted.</p> <p>Teaching must include:</p>

	<ul style="list-style-type: none"> • Examples such as turning off lights and equipment, using both sides of paper, collecting rainwater, or using tools efficiently. • Understanding that saving resources supports business efficiency and environmental protection. • Recognising how individual actions contribute to overall sustainability. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Group activity measuring energy-saving ideas (e.g. switching to LED lighting, shorter kettle boils). • Learners identifying one habit they could change to use fewer resources.
Employability:	<p>Definition: The skills and behaviours that make someone suitable for work.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Linking “green awareness” to qualities employers value – reliability, responsibility, care for the workplace. • Examples of green roles: recycling worker, construction labourer reducing waste, office worker improving energy use. <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Discussion: how showing sustainability awareness could impress an employer.
Tone:	<p>Definition: The emotion or attitude expressed in a person’s voice.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • How tone changes meaning even when words stay the same. • Using tone appropriate to context (customer, colleague, supervisor). <p>Teachers might wish to include:</p> <ul style="list-style-type: none"> • Learners practising saying the same phrase in different tones and reflecting on impact.
Improve their own communication:	<p>Definition: Making small, conscious changes to communicate more clearly or respectfully.</p> <p>Teaching must include:</p> <ul style="list-style-type: none"> • Seeking feedback, practising active listening, or asking questions for clarity.

	<ul style="list-style-type: none">• Recognising situations where communication can break down. <p>Teachers might wish to include:</p> <ul style="list-style-type: none">• Learners setting a short personal communication goal and reviewing progress.
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