

<b>Title:</b>	Understanding Rules and Responsibilities at Work
<b>Level:</b>	Entry Level 3
<b>Credit value:</b>	2
<b>GLH:</b>	20
<b>Unique Reference Number:</b>	K/652/0667
<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 and skills to understand simple rules and responsibilities in work and learning settings. Learners will identify everyday rules, recognise simple responsibilities, understand how these support safety and participation, and take part in an activity where they follow what is expected. This unit supports progression into personal development, employability, and wider preparation for learning and work by helping learners understand what is expected of them and how following rules and responsibilities supports positive behaviour.
<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.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p> <p>Evidence must confirm that the learner can recognise simple rules and responsibilities in work and learning settings, identify how these support safety and participation, and follow what is expected during a simple activity.</p> <p>Assessment must reflect realistic personal, learning, community, or work-related contexts.</p>

## Learning outcomes

### *The learner will:*

1. Understand simple rules in work and learning settings.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise what rules are and why they matter in familiar work and learning settings.

The learner must:

- 1.1 Identify at least three examples of **rules in work and learning settings**.
- 1.2 Recognise why rules are important in work and learning settings.
- 1.3 State at least three examples of when a person should follow rules in work and learning settings.

2. Understand simple responsibilities in work and learning settings.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to identify simple responsibilities and understand what a person may be expected to do during familiar tasks and activities.

The learner must:

- 2.1 Identify at least three examples of **responsibilities** in work and learning settings.
- 2.2 Recognise simple responsibilities a person may have during a task or activity.
- 2.3 State at least three examples why it is important to carry out simple responsibilities appropriately.

3. Understand how rules and responsibilities support safe participation.

#### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand how rules and responsibilities help people take part safely and appropriately in familiar settings.

The learner must:

- 3.1 Recognise how following rules can help keep people safe and activities organised.
- 3.2 Identify how carrying out responsibilities can help other people and shared activities.

3.3 State what may happen if rules or responsibilities are not followed.
4. Be able to follow simple rules and responsibilities in an activity.
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to take part in a simple activity where they follow rules, carry out responsibilities, and respond appropriately to what is expected.</p> <p>The learner must demonstrate how to:</p> <ul style="list-style-type: none"> <li>4.1 Follow a simple rule or instruction during an activity.</li> <li>4.2 Carry out a simple responsibility during an activity.</li> <li>4.3 Identify what they did to follow rules or responsibilities appropriately.</li> </ul>

<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>Rules:</b></p>	<p><b>Definition:</b> A rule is something a person is expected to follow in a setting, activity, or situation.</p> <p><b>Teaching must include:</b></p> <p>Different types of rules. For example:</p> <ul style="list-style-type: none"> <li>• Rules linked to safety.</li> <li>• Rules linked to behaviour.</li> <li>• Rules linked to instructions or routines.</li> <li>• Rules about shared spaces or equipment.</li> <li>• Rules that help people work or learn together.</li> </ul> <p><b>Teaching could include:</b></p> <p>Class rules.</p> <p>Workplace rules.</p> <p>Simple notices or reminders.</p>

<p><b>Work and learning settings:</b></p>	<p><b>Definition:</b> Familiar places and situations where people are learning, working, or taking part in organised activities.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Classrooms or training rooms.</li> <li>• Work experience or workplace environments.</li> <li>• Shared tasks or paired activities.</li> <li>• Times when instructions are being given.</li> <li>• Times when learners need to follow expectations set by staff or others.</li> </ul> <p><b>Teaching could include:</b></p> <p>Community settings.</p> <p>Volunteering activities.</p> <p>Travel training or enterprise activities.</p>
<p><b>Responsibilities:</b></p>	<p><b>Definition:</b> Responsibilities are simple things a person is expected to do or take care of.</p> <p><b>Teaching must include:</b></p> <ul style="list-style-type: none"> <li>• Examples of responsibilities. For example: Doing what has been asked.</li> <li>• Looking after equipment or resources.</li> <li>• Completing a simple task.</li> <li>• Being ready to take part.</li> <li>• Knowing when to ask for help if unsure.</li> </ul> <p><b>Teaching could include:</b></p> <p>Helping with shared activities.</p> <p>Taking turns.</p> <p>Tidying up after an activity.</p>