

| Unit Title: Sustainability in Everyday Life | |
|---|---------------|
| Level: | Entry Three |
| Credit Value: | 1 |
| GLH: | 10 |
| OCNLR Unit Code: | QA1/E3/LQ/009 |
| Ofqual Unit Reference Number: | L/651/9001 |

This unit has 3 learning outcomes

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|--|---|
| The learner will: | The learner can: |
| 1. Know what sustainability means in everyday life. | 1.1. Identify examples of sustainable behaviours in daily activities. 1.2. State one reason why sustainability is important. |
| 2. Know how to make sustainable choices for home or learning. | 2.1. Identify actions that reduce waste, energy use, or pollution. 2.2. State one benefit of making a sustainable choice. |
| 3. Be able to follow a simple sustainable action with support. | 3.1. Follow guidance to complete one simple sustainable action. 3.2. State what went well when completing the action. |

Assessment

The grid below provides suggestions for the types of assessment activities that can be used with the unit attached to provide evidence for the learner's portfolio. Please refer to the OCN London Assessment Guidance document for definitions of each activity and the expectations for assessment practice and evidence for moderation.

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|-------------------------------------|---|-------------------------|---|
| Case Study | | Project | ✓ |
| Written question & answer/test/exam | | Role play/simulation | ✓ |
| Essay | | Practical demonstration | |
| Report | | Group discussion | ✓ |
| Oral question and answer | ✓ | Performance/exhibition | |
| Written description | ✓ | Production of artefact | |
| Reflective log/diary | ✓ | Practice file | |

Indicative Content

This content serves as guidance and illustrative examples rather than a prescribed or exhaustive set of requirements

Learning Outcome 1 – Know what sustainability means in everyday life

Delivery could introduce sustainability through familiar examples such as sorting household waste, reusing shopping bags, switching off lights, picking up litter or using refillable bottles, helping learners recognise why these actions matter, including saving resources, avoiding pollution or protecting wildlife.

Learning Outcome 2 – Know simple sustainable choices for home or learning

Learners could explore basic sustainable choices such as reducing food waste, reusing containers, refilling water bottles or turning taps off, and consider benefits including cleaner spaces, reduced costs or feeling proud about helping the environment.

Learning Outcome 3 – Be able to follow a simple sustainable action with support

Teaching could involve supporting learners to complete a basic sustainability action such as sorting recyclables, reducing paper use or turning off unused equipment, followed by a simple reflection of what they did, what went well and one improvement.