

About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds NPTC (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

Equal opportunities

City & Guilds fully supports the principle of equal opportunities and we are committed to satisfying this principle in all our activities and published material. A copy of our equal opportunities policy statement is available on the City & Guilds website.

Copyright

The content of this document is, unless otherwise indicated, © The City and Guilds of London Institute and may not be copied, reproduced or distributed without prior written consent.

However, approved City & Guilds centres and Learners studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching Learners working towards a City & Guilds qualification, or for internal administration purposes
- Learners may copy the material only for their own use when working towards a City & Guilds qualification.

The *Standard Copying Conditions* (which can be found on the City & Guilds website) also apply.

Please note: National Occupational Standards are not © The City and Guilds of London Institute. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Publications

City & Guilds publications are available on the City & Guilds website or from our Publications Sales department at the address below or by telephoning +44 (0)20 7294 2850 or faxing +44 (0)20 7294 3387.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

City & Guilds

1 Giltspur Street

London EC1A 9DD

T +44 (0)844 543 0000

F +44 (0)207 294 2400

www.cityandguilds.com

centresupport@cityandguilds.com

Awards in Employability and Personal Development - Preparing for Employment (7546-02)

Unit handbook for centres

Qualification title	Number	Ofqual ref.
Entry 3 Award in Employability and Personal Development – Preparing for Employment	7546-02	600/4124/9
Level 1 Award in Employability and Personal Development – Preparing for Employment	7546-02	600/4173/0
Level 2 Award in Employability and Personal Development – Preparing for Employment	7546-02	600/4146/8

Version and date	Change detail	Section
1.1 September 2012	Amendment to qualification structure	1 Qualifications Structure

City & Guilds
Skills for a brighter future



www.cityandguilds.com

Contents

1	Introduction to this unit handbook	5
2	Qualification structure	6
Unit 7546-302	Effective skills, qualities and attitudes for learning and work	9
Unit 7546-303	Career planning and making applications	14
Unit 7546-309	Work-based experience	18
Unit 7546-344	Preparing for work placement	22
Unit 7546-345	Learning from work placement	26
Unit 7546-347	Searching for a job	30
Unit 7546-348	Applying for a job	33
Unit 7546-349	Preparing for an interview	36
Unit 7546-350	Interview skills	40
Unit 7546-366	Work awareness	44
Unit 7546-372	Preparing for and learning from interviews	48
Unit 7546-374	Learning about the range of opportunities in work	52
Unit 7546-375	Learning about workplace values and practices	56
Unit 7546-402	Effective skills, qualities and attitudes for learning and work	59
Unit 7546-403	Career planning and making applications	64
Unit 7546-409	Work-based experience	69
Unit 7546-436	Preparation for work	74
Unit 7546-446	Positive attitudes and behaviours at work	78
Unit 7546-456	Preparing for work placement	82
Unit 7546-457	Learning from work placement	84
Unit 7546-459	Searching for a job	86
Unit 7546-460	Applying for a job	90
Unit 7546-461	Preparing for an interview	94
Unit 7546-462	Interview skills	96
Unit 7546-474	Recognising employment opportunities	98
Unit 7546-489	Business and customer awareness	102
Unit 7546-502	Effective skills, qualities and attitudes for learning and work	106
Unit 7546-503	Career planning and making applications	111
Unit 7546-558	Preparing for work placement	115
Unit 7546-559	Learning from work placement	117
Unit 7546-563	Searching for a job	119
Unit 7546-564	Applying for a job	123
Unit 7546-565	Preparing for an interview	125
Unit 7546-566	Interview skills	127
Unit 7546-579	Investigating a vocational area	129
Unit 7546-580	Participating in a vocational taster	132

Unit 7546-582	Applying for work	136
Unit 7546-591	Personal presentation in the workplace	140
Unit 7546-597	Business and customer awareness	143
Appendix 1	Glossary	147
Appendix 2	Work-based experience placement diary	149

1 Introduction to this unit handbook

City & Guilds offers these Awards in Employability and Personal Development – Preparing for Employment qualifications as part of its Employability and Personal Development qualifications group 7546.

This Unit handbook contains the units needed to complete the Entry 3, Level 1 and Level 2 Awards.

The Unit handbooks should be read in conjunction with the Awards, Certificates and Diplomas in Employability and Personal Development (7546) Qualification handbook for centres, which contains the following important information:

- Introduction to the qualifications
- Centre requirements
- Structure of the qualifications
- Course design and delivery

Structure of the units

The units in these qualifications are written in a standard format and comprise the following:

- City & Guilds unit number
- title
- level
- credit value
- Unit Accreditation Number (UAN)
- unit aim
- statement of guided learning hours
- details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS) (and other national standards where relevant)
- learning outcomes and assessment criteria
- how the unit is assessed

Guidance for centres

The majority of the units also contain guidance to support centres. This guidance appears in the following sections:

- Who is this unit for? – this section appears in many of the units and suggests the types of learners who might gain particular benefit from the unit
- Outcome definitions – the learning outcomes are defined where this will add value
- How does this unit go beyond the requirements of the level below? – this section explains how the unit goes beyond the assessment criteria of the level below (where a unit is available at more than one level)
- Explanation of criteria and examples of evidence – the assessment criteria are explained and, where they add value to the guidance, examples of evidence are provided
- How can this unit be delivered? – this section provides guidance on how the unit can be delivered, including recommendations of resources such as web sites.

A glossary (Appendix 1) contains a list of terms that appear in the units.

Barred combinations

Units that have a significant overlap in content are “barred combinations”. Learners can take units that are barred and they will appear on the learner’s Certificate of Unit Credit (CUC), but barred units will not both/all count towards the credit required for a qualification.

If a centre wishes to claim two (or more) barred units for a learner, they are advised to claim the unit that is most necessary to the rules of combination for the qualification and then wait until they receive the certification before they claim the other barred unit(s).

If a centre claims two (or more) barred units at the same time, they may not be recognised and therefore the learner will not be considered to have achieved the qualification. The barred combinations for these qualifications are shown in the next section in the table of units.

2 Qualification structure

Rules of combination are used to define the structure of qualifications. The rules of combination specify the credits which must be achieved through a particular combination of units to gain a full qualification.

This section provides information about the full qualifications which may be awarded to learners successfully completing the required combinations of units and/or credits as shown in the table below.

City & Guilds Entry Level Award in Employability and Personal Development - Preparing for Employment (Entry 3) (QCF)

Learners must achieve a minimum of 4 credits from (302-303, 309, 344-345, 347-350, 366, 372, 374-375, 402-403, 409, 436, 446, 456-457, 459-462, 474, 489, 502-503, 558-559, 563-566, 579-580, 582, 591, 597). A minimum of 3 credits must come from (302-303, 309, 344-345, 347-350, 366, 372, 374-375). Plus 932 for certification.

City & Guilds Level 1 Award in Employability and Personal Development - Preparing for Employment (QCF)

Learners must achieve a minimum of 4 credits from (302-303, 309, 344-345, 347-350, 366, 372, 374-375, 402-403, 409, 436, 446, 456-457, 459-462, 474, 489, 502-503, 558-559, 563-566, 579-580, 582, 591, 597). A minimum of 3 credits must come from (402-403, 409, 436, 446, 456-457, 459-462, 474, 489). Plus 933 for certification.

City & Guilds Level 2 Award in Employability and Personal Development - Preparing for Employment (QCF)

Learners must achieve a minimum of 4 credits from (302-303, 309, 344-345, 347-350, 366, 372, 374-375, 402-403, 409, 436, 446, 456-457, 459-462, 474, 489, 502-503, 558-559, 563-566, 579-580, 582, 591, 597). A minimum of 3 credits must come from (502-503, 558-559, 563-566, 579-580, 582, 591, 597). Plus 934 for certification.

Unit No.	Units	Level	GLH	Credit value	Barred Units
7546-302	Entry 3 Effective skills, qualities and attitudes for learning and work	E3	22	3	446
7546-303	Entry 3 Career planning and making applications	E3	25	3	347, 348, 374, 403, 459, 460, 474, 503, 563, 564, 582
7546-309	Entry 3 Work-based experience	E3	15	3	344, 345, 409, 456, 457, 459, 558, 559, 580
7546-344	Entry 3 Preparing for work placement	E3	10	1	309, 409, 456, 558
7546-345	Entry 3 Learning from work placement	E3	10	2	309, 409, 457, 559
7546-347	Entry 3 Searching for a job	E3	10	1	303, 403, 459, 503, 563
7546-348	Entry 3 Applying for a job	E3	10	1	303, 403, 460, 503, 564
7546-349	Entry 3 Preparing for an interview	E3	10	1	461, 565
7546-350	Entry 3 Interview skills	E3	10	1	462, 566
7546-366	Entry 3 Work awareness	E3	20	2	489, 597
7546-372	Entry 3 Preparing for and learning from interviews	E3	30	3	
7546-374	Entry 3 Learning about the range of opportunities in work	E3	30	3	303, 403, 503
7546-375	Entry 3 Learning about workplace values and practices	E3	30	3	
7546-402	Level 1 Effective skills, qualities and attitudes for learning and work	L1	22	3	446
7546-403	Level 1 Career planning and making applications	L1	24	3	303, 347, 348, 374, 436, 459, 460, 474, 503, 563, 564, 579, 582
7546-409	Level 1 Work-based experience	L1	15	3	309, 344, 345, 456, 457, 558, 559, 580
7546-436	Level 1 Preparation for work	L1	20	2	403, 503
7546-446	Level 1 Positive attitudes and behaviours at work	L1	10	1	302, 402, 502
7546-456	Level 1 Preparing for work placement	L1	10	1	309, 344, 409, 558
7546-457	Level 1 Learning from work placement	L1	10	2	309, 345, 409, 559
7546-459	Level 1 Searching for a job	L1	10	1	303, 347, 403, 503, 563
7546-460	Level 1 Applying for a job	L1	10	1	303, 348, 403, 503, 564
7546-461	Level 1 Preparing for an interview	L1	10	1	349, 565
7546-462	Level 1 Interview skills	L1	10	1	350, 566

7546-474	Level 1 Recognising employment opportunities	L1	9	1	303, 403, 503
7546-489	Level 1 Business and customer awareness	L1	12	2	366, 597
7546-502	Level 2 Effective skills, qualities and attitudes for learning and work	L2	22	3	446, 566, 591
7546-503	Level 2 Career planning and making applications	L2	20	3	303, 347, 348, 374, 403, 436, 459, 460, 474, 563, 564, 579, 582
7546-558	Level 2 Preparing for work placement	L2	10	1	309, 344, 409, 456
7546-559	Level 2 Learning from work placement	L2	10	1	309, 345, 409, 457
7546-563	Level 2 Searching for a job	L2	10	1	303, 347, 403, 459, 503
7546-564	Level 2 Applying for a job	L2	10	1	303, 348, 403, 460, 503
7546-565	Level 2 Preparing for an interview	L2	10	1	349, 461
7546-566	Level 2 Interview skills	L2	10	1	350, 462, 502
7546-579	Level 2 Investigating a vocational area	L2	16	2	403, 503
7546-580	Level 2 Participating in a vocational taster	L2	16	2	309, 409
7546-582	Level 2 Applying for work	L2	16	2	303, 403, 503
7546-591	Level 2 Personal presentation in the workplace	L2	8	1	402, 502
7546-597	Level 2 Business and customer awareness	L2	12	2	366, 489

Level: Entry 3
Credit value: 3
UAN: D/501/6922

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, to understand why effective communication is important and to be able to work effectively under frequent supervision.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate a range of positive qualities, attitudes and behaviour for learning and work
2. Understand why effective communication is important
3. Work effectively under frequent supervision

Outcome definitions

Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include being positive, motivated.

Behaviour might include wearing appropriate dress, showing respect.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **22** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-302 **Effective skills, qualities and attitudes for learning and work**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 2?

The assessment criteria for this level go beyond the requirements at Entry 2. In addition to demonstrating positive behaviours the learner is now expected to work with frequent (but less directive) supervision, showing adaptability and flexibility.

Outcome 1 Demonstrate a range of positive qualities, attitudes and behaviour for learning and work

The learner can:

1. give examples of positive behaviour
2. demonstrate behaviours appropriate to learning and work
3. demonstrate adaptability and flexibility (eg adapt to changes in requirements or information)
4. demonstrate motivation
5. demonstrate commitment.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **give examples** of positive behaviour. Learners are expected to give general examples of positive behaviour which need not relate to their particular area of learning or work. These may include behaviours which they then go on to demonstrate in 1.2 to 1.5.

For 1.2 the learner needs to **demonstrate** behaviours appropriate to learning and work eg be polite, show respect, punctuality, dress appropriately including wearing Personal Protective Equipment.

For 1.3 the learner needs to **demonstrate** adaptability and flexibility eg be able to respond appropriately to changing circumstances.

For 1.4 the learner needs to **demonstrate** motivation and enthusiasm eg volunteering for tasks, making suggestions.

For 1.5 the learner needs to **demonstrate** commitment eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.

Evidence for 1.2 to 1.5 is likely to be a witness statement giving specific examples that show the learner can meet the requirements over a period of time that is appropriate in the context of the length of the learner's programme of study eg if the programme lasts a year then an appropriate period of time may be the last term or the last six weeks.

Outcome 2 Understand why effective communication is important

The learner can:

1. give examples of appropriate and inappropriate verbal communication
2. give examples of appropriate and inappropriate non-verbal communication
3. use positive body language
4. respond to questions and requests from colleagues and/or customers.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give examples** of possible appropriate verbal communication (eg being polite) and inappropriate verbal communication (eg swearing.) Verbal communication refers to spoken communication. The learner may give the examples orally or in writing.

For 2.2 the learner needs to **give examples** of appropriate non-verbal communication (eg shaking hands, smiling) and inappropriate non-verbal communication (eg unacceptable gestures.) Non-verbal communication refers to all communication that is not spoken, including body language. The learner may give the examples orally or in writing.

Evidence for 2.1 and 2.2 may be a learner statement or an assessor record.

For 2.3 the learner needs to **use** positive body language. Evidence for 2.3 may be a video or witness statement but must clearly show the learner's behaviour.

For 2.4 the learner needs to **respond** to questions and requests from colleagues and/or customers. This can be a real or simulated situation.

Outcome 3 Work effectively under frequent supervision

The learner can:

1. receive and respond to instructions
2. check own understanding of instructions
3. confirm the tasks that need to be done and deadlines
4. confirm the help, materials, equipment and/or tools needed to complete tasks
5. work safely following health and safety guidelines
6. complete tasks as directed to the required standard
7. learn from mistakes and accept feedback.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **receive** and **respond** appropriately to instructions from a tutor or supervisor.

For 3.2 the learner needs to **check** their own understanding of instructions eg by repeating instructions, asking for clarification, summarising.

For 3.3 the learner needs to **confirm** what needs to be done and the deadlines for each task.

For 3.4 the learner needs to **confirm** the help, if required, from tutor, supervisor, peers or others (eg help with moving items), and any materials, equipment and or tools needed to complete the tasks.

For 3.5 the learner needs to **work safely** following health and safety guidelines ie follow organisation's health and safety procedures and use Personal Protective Equipment (PPE) if appropriate.

For 3.6 the learner needs to **complete** tasks to the standard required by the organisation.

Evidence for 3.1 to 3.6 may include a work diary and witness statement.

For 3.7 the learner needs to **learn** from mistakes and **accept** feedback eg on performance.
Evidence may be a learner statement.

These criteria could be met through one or more activities in the place of learning or work.

Unit 7546-302 Effective skills, qualities and attitudes for learning and work

How can this unit be delivered?

This unit, which is mandatory for the Entry 3 Award and Certificate, focuses on the learner's positive behaviours and performance. Learners may wish to add to this unit throughout their programme of study, particularly from the Work-based experience, Community project or Supporting others units.

Learners are encouraged to demonstrate these positive behaviours consistently over a period of time eg 6 weeks on a programme of a year or a week on a short programme.

Tutors should ensure the unit is delivered in a positive way and learners should be encouraged to discuss and recognise their own and others' positive behaviour. Videos, role plays and practical tasks may be used.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme as evidence is likely to come from other units.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Level: Entry 3
Credit value: 3
UAN: H/501/6923

Unit aim

The aim of this unit is to help the learner to be able to recognise and apply for a suitable job, training programme or course.

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Agree a suitable career pathway
2. Know where to look for a job, training programme or course
3. Recognise suitable jobs or training opportunities
4. Apply for a job, training placement or course
5. Understand the interview process

Outcome definitions

A career pathway includes long term aspirations as well as short term goals.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **25** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-303 Career planning and making applications

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 2?

The assessment criteria for this level go beyond the requirements at Entry 2. The learner is expected to carry out structured tasks with appropriate guidance as needed. Learners are expected to take an active role in planning their career pathway and match their own skills and achievements to a range of jobs and/or training opportunities.

Outcome 1 Agree a suitable career pathway

The learner can:

1. list sources of careers advice and guidance
2. list possible career options
3. agree a suitable career pathway.

Explanation of criterion and examples of evidence

For the first criterion (1.1) the learner needs to **list** sources of careers advice and guidance. These could include people, organisations and websites.

For 1.2 the learner needs to **list** at least two career options.

For 1.3 the learner needs to **agree** a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser.

Evidence for 1.1 to 1.3 can be a learner statement signed by the assessor to confirm agreement.

Outcome 2 Know where to look for a job, training programme or course

The learner can:

1. list sources of information for job vacancies, training programmes or courses.

Explanation of criteria and examples of evidence

For this criterion (2.1) the learner needs to **list** a range of sources of information for job vacancies, training programmes or courses eg local media and job centre. Evidence for 2.1 may be a learner statement.

Outcome 3 Recognise suitable jobs or training opportunities

The learner can:

1. list own personal skills and achievements that will help in getting a job or a training course
2. list a range of jobs or training opportunities
3. match own skills and achievements to the range of jobs or training opportunities.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **list** own skills and achievements. Skills might include being able to communicate effectively, manage time, multi-task, follow instructions, drive. Achievements might include qualifications or projects completed.

For 3.2 the learner needs to **list** a range of jobs or training opportunities which may be suitable for him/her.

For 3.3 the learner needs to **match** own skills and achievements to the range of jobs or training opportunities. The learner needs to consider, with help from an appropriate person (eg a careers adviser, tutor or supervisor) how his/her own skills in 3.1 meet the requirements of the jobs or training opportunities identified in 3.2 to agree one or more suitable job or training opportunity.

Evidence for 3.1 to 3.3 may be a record of learner review.

Outcome 4 Apply for a job, training placement or course

The learner can:

1. obtain an application form and/or job details
2. complete the application.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **obtain** an application form or job details. This could be in writing, by telephone, via the internet or face-to-face. Evidence may be the application form or job details.

For 4.2 the learner needs to **complete** the application. This may be a form or letter but it could be a telephone application. Evidence may be the completed form or letter of application or for a telephone application may be an assessor observation or an audio recording.

Outcome 5 Understand the interview process

The learner can:

1. list what needs to be considered in preparation for the interview
2. observe or take part in a real or simulated interview
3. give one example of effective and one example of ineffective interview practice.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **list** what needs to be considered in preparation for the interview eg researching the job/course/placement and the company/institution, research transport and timings, prepare clothing, etc. Evidence may be a learner statement.

For 5.2 the learner needs to **observe** or **take part** in a real or simulated interview. The learner could take part in a real interview or a practice interview. Alternatively, the learner could watch a video or role play. Evidence may be an assessor statement.

For 5.3 the learner needs to **give** at least one **example** of effective interview practice and at least one example of ineffective interview practice. Evidence may be a learner statement.

Unit 7546-303 Career planning and making applications

How can this unit be delivered?

This unit, which is optional for the Entry 2, Entry 3 and Level 1 Awards and Certificates, focuses on the learner planning a career and preparing for an interview.

Learners should be encouraged to consider what they want from a job or training opportunity. How far are they willing to travel? Are there particular hours or shifts that they want or that they cannot do? Would they prefer to train or study whilst they work or would they prefer to gain their qualifications first? Would they prefer to work inside or outside? Do they want to work with people?

Visits could be organised to the Careers Advisory Service and/or to particular employers, training providers or colleges. External speakers, such as Information, Advice and Guidance (IAG) professionals, could be invited to talk to the learners and discuss their individual plans. Employers could offer interview experience.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit could be integrated with other aspects of the learner's wider programme such as work on literacy.

Resources

Web-based careers guidance tools can be used although care should be taken to help learners interpret results.

These websites might be useful:

www.connexions-direct.com

www.direct.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Level: Entry 3
Credit value: 3
UAN: K/501/6941

Unit aim

The aim of this unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare for his/her work experience
2. Plan a journey to a work
3. Follow requirements during the work experience
4. Complete a work experience review

Outcome definitions

Work experience might include a placement or a current part time job. The learner is expected to attend this work experience for a minimum of 15 hours.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **15** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-309 Work-based experience

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Prepare for his/her work experience

The learner can:

1. suggest options for or agree suitable work experience
2. apply or prepare for work experience.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **suggest** options for or agree suitable work experience. Work experience might include a placement or a current part time job. The placement could be found by the centre and agreed by the learner or the placement could be suggested by the learner. The learner is expected to attend suitable work experience for a minimum of 15 hours. Evidence may be a learner statement or review record.

For 1.2 the learner needs to **apply** or **prepare for** work experience. The application can be by telephone, application form or interview depending on the requirements of the work placement. If the learner is given the placement without any application process (real or simulated) they should state how they prepare for the work experience eg research location, type of company. If they are already in employment they can use existing evidence, apply for a fictional position or state how they prepared for this work experience. Evidence may be an application form, a letter, an assessor observation, a witness statement or an audio recording.

Outcome 2 Plan a journey to work

The learner can:

1. find out relevant bus or train times (or the times of another type of public transport)
2. decide which bus or train (or other public transport) to catch
3. work out the time he/she needs to leave home in order to arrive at a suitable time.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **find out** relevant bus or train times (or the times of another type of public transport). This could be by reading a bus or train timetable or obtaining information via the internet or telephone. If the work experience does not require a bus or train journey this can be a simulated activity for another location.

For 2.2 the learner needs to **decide** which bus or train (or other public transport) to catch. This can be a simulated activity.

Evidence for 2.1 and 2.2 may be a highlighted timetable, print out or learner statement.

For 2.3 the learner needs to **work out** the time he/she needs to leave home in order to arrive at a suitable time. If the work experience does not require the learner to plan a journey this can be a simulated activity for another location. Evidence for 2.3 may be a learner statement.

Outcome 3 Follow requirements during the work experience

The learner can:

1. attend suitable work experience for a minimum of fifteen hours
2. dress appropriately
3. follow safe working practice
4. follow simple instructions to carry out tasks
5. speak to other people in a suitable manner.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **attend** suitable work experience for a minimum of fifteen hours. Evidence may be a time sheet or witness statement.

For 3.2 the learner needs to **dress appropriately** for the workplace. This may include wearing protective clothing. Evidence may be a photograph, a witness statement or an assessor observation.

For 3.3 the learner needs to **follow** safe working practice. The tutor/work experience provider should ensure health and safety requirements are met. Evidence should be a witness statement or an assessor observation.

For 3.4 the learner needs to **follow** simple instructions to carry out tasks in the workplace. Instructions may be written or verbal. Evidence may be a witness statement or an assessor observation.

For 3.5 the learner needs to **speak** to other people in the workplace in an appropriate manner. 'Speak' can include sign language where appropriate. Evidence may be a witness statement or an assessor observation.

Centres can use or adapt the Work-based experience placement diary (see Appendix 2).

Outcome 4 Complete a work experience review

The learner can:

1. identify what went well
2. state how he/she is going to build on this experience.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **identify** what went well. This can include tasks completed and skills, qualities or attitudes identified and/or improved eg getting to work on time.

For 4.2 the learner needs to **state** how he/she is going to build on this experience eg improve particular skills, apply for similar jobs.

Evidence for 4.1 and 4.2 may be a learner statement or review record.

Unit 7546-309 Work-based experience

How can this unit be delivered?

This unit, which is optional for the Entry 2, Entry 3 and Level 1 Awards and Certificates, focuses on the learner applying/preparing for and taking an active part in work-based experience.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme and has links with Career planning and making applications (units 203, 303, 403 and 503).

Learners may find evidence from this unit particularly useful for the mandatory unit, Effective skills, qualities and attitudes for learning and work (units 202, 302 and 402).

Resources

These websites might be useful:

www.direct.gov.uk

www.connexions-direct.com

Unit 7546-344 Preparing for work placement

Level: **Entry 3**
Credit value: **1**
UAN: **F/501/6363**

Unit aim

The aim of this unit is to help the learner develop problem-solving skills for use in the workplace. The learner will understand how to identify workplace problems, solve them and seek sources of help.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Know where they plan to do work placement
2. Know what is expected of them during the work placement
3. Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement
4. Know what they might achieve from the work placement

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-344 Preparing for work placement

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know where they plan to do work placement

The learner can:

1. identify key information about where they plan to do their work placement.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to identify key information about their placement. At this level support may be given. Key information eg location, type of placement, attendance times/days should be in a format understandable to the learner at their level. If transport is required this must be planned in at this stage of the unit.

Evidence may include a simple annotated map and timetable; an induction pack from the work placement with key information highlighted, learner or assessor statement or audio recording

Outcome 2 Know what is expected of them during the work placement

The learner can:

1. Identify different tasks they are likely to perform as part of the work placement
2. Identify appropriate behaviours and attitudes for the work placement

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to identify at least two different tasks they are likely to perform as part of the work placement

A pre-placement supported visit could be arranged. At this visit the learner should be supported and encouraged to ask questions of the supervisor.

For 2.2 the learner needs to identify at least three appropriate behaviours and/or attitudes for the work placement.

The learner should be able to understand what the placement will expect of them, how they must conduct themselves and how they must behave with others.

Evidence for 2.1 and 2.2 may be a learner statement, audio recording, witness statement.

Outcome 3 Know appropriate sources of support for dealing with anxiety or uncertainty during the work placement

The learner can:

1. identify factors which may cause anxiety or uncertainty during a work placement
2. identify appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** factors which may cause anxiety or uncertainty during a work placement. The learner should be given the placement information and support pack with contact details of the tutor who will support them. Prior to the placement the tutor/assessor should review this on a one to one basis to highlight any areas of potential concern to the learner. This could be recorded on the ILP.

If the learner has a mobile phone then the contact number(s) may be entered here prior to the start of the placement.

For 3.2 the learner needs to **identify** appropriate sources of support they could use in situations of anxiety or uncertainty during the work placement Sources of support include the contact details of the tutor (or other appropriate person from the centre) as well as who to go to for help and support in the workplace.

Evidence for 3.1 and 3.2 may be a learner statement, audio recording, witness statement

Outcome 4 Know what they might achieve from the work placement

The learner can:

1. set appropriate goals for the work placement.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to set at least two simple goals of their own with support. It is important at this level not to allow unrealistic goals. Wherever possible these should be reviewed with the placement supervisor as well as the assessor and learner to give realism of outcome.

Evidence may be an ILP or learner statement.

Unit 7546-344 Preparing for work placement

How can this unit be delivered?

Evidence for this unit may focus on a work placement diary.

Note: For learners at this level a whole day's work placement may not be appropriate and part days building up to whole days may be a greater benefit to the learner enabling them to grow in confidence and make the most of the opportunity.

Potential resources

This websites might be useful:

www.my-work-experience.com offers a 10 top tips section also support for tutors, students and parents.

Level: Entry 3
Credit value: 2
UAN: J/501/6364

Unit aim

The aim of this unit is to help the learner develop problem-solving skills for use in the workplace. The learner will understand how to identify workplace problems, solve them and seek sources of help.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to reflect on the experience of the work placement
2. Know what they have learned from the work placement
3. Be able to use learning from the work placement to set goals

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-345 Learning from work placement

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Be able to reflect on the experience of the work placement

The learner can:

1. identify what they did well and/or what they could have done better during the work placement.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** what they did well and/or what they could have done better during the work placement

For assessing this unit the learner will need to have completed 15 hours at a work placement, either supported or unsupported. The learner should be able to identify **two** areas that went well and two that could have been improved upon.

Evidence may be a simple worksheet for the learner to identify two positives and two negatives.

Outcome 2 Know what they have learned from the work placement

The learner can:

1. identify what they learned about the job role and their work placement
2. identify what they learned about themselves during the work placement.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** additional knowledge about the job role and their workplace and/or a new skill they now have from completing their work placement. This could be a simple task such as operating a basic piece of equipment, learning a routine for cleaning etc

For 2.2 the learner needs to **identify two** things that they learned about themselves during the work placement. This may also provide a personal target for 3.1 such as self reliance, turning up on time, keeping to set tasks until completed etc

Evidence for 2.1 and 2.2 may be a learner statement, an audio recording or an assessor/witness statement of a discussion.

Outcome 3 Be able to use learning from the work placement to set goals

The learner can:

1. with guidance, set realistic goals which build on their learning from the work placement.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **set** realistic goals which build on their learning from the work placement. The assessor should take the lead in reviewing the ILP to establish what the learner has achieved from the work placement and then to set new goals. The goals should reflect the level of the learner and should focus on the short term goal, making targets SMART to enable the success of the learner.

Evidence may be a revised ILP.

Unit 7546-345 Learning from work placement

How can this unit be delivered?

Potential resources

This website might be useful:

www.my-work-experience.com

Unit 7546-347 Searching for a job

Level: **Entry 3**
Credit value: **1**
UAN: **H/501/6324**

Unit aim

The aim of this unit is to help the learner know how to search for and identify potential job roles which are based on their skills and abilities. The learner will also be introduced to the key elements of job adverts.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know about sources of information for potential employment
2. Be able to search for job vacancies from given sources

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-347 Searching for a job

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know about sources of information for potential employment

The learner can:

1. identify sources of information about potential employment.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** at least **two** sources of information about potential employment eg newspapers, Jobcentre Plus.

Evidence may be a learner statement or annotated examples eg a newspaper advertisement, a job card.

Outcome 2 Be able to search for job vacancies from given sources

The learner can:

1. name the key features of a job advert
2. with support, use given sources of information appropriately to identify job vacancies.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to name the key features of a job advert.

Evidence may be a learner statement or a job advert with the features (eg job title, hours, rate of pay) labelled.

For 2.2 the learner needs to **use** given sources of information appropriately to identify job vacancies. Support may be given by the tutor/trainer or by staff at an external agency eg at the Jobcentre.

Unit 7546-347 Searching for a job

How can this unit be delivered?

This unit could be linked to literacy development and research.
Learners could visit the Jobcentre or external speakers could be used.

Potential resources

These websites might be useful:

www.connections-direct.com

www.direct.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Level: Entry 3
Credit value: 1
UAN: K/501/6325

Unit aim

The aim of this unit is to introduce the learner to some different ways in which they could be requested to apply for a job, including the requirements of job application forms and presenting information for a basic job application form appropriately.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know different methods of applying for a job
2. Know the purpose of a job application form
3. Be able to present personal information for a job application form

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-348 Applying for a job

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know different methods of applying for a job

The learner can:

1. identify different methods of applying for a job.

Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to **identify** at least **two** different methods of applying for a job.

Evidence may be a learner statement or examples of different methods eg an application form or a speculative letter.

Outcome 2 Know the purpose of a job application form

The learner can:

1. give reasons why a job application form might be used as a way of applying for a job.

Explanation of criteria and examples of evidence

For this criterion (2.1) the learner needs to **give** at least **two** reasons why a job application form might be used as a way of applying for a job eg to provide a written record.

Evidence may be a learner statement.

Outcome 3 Be able to present personal information for a job application form

The learner can:

1. identify what information will be needed for a job application form
2. present the information for a job application form in an appropriate format.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** what information will be needed for a job application form. This may include details of any qualifications achieved and the dates of any previous employment or work experience. The job application should be relevant to the individual but can be a real or simulated application.

The evidence may be a learner statement.

For 3.1 the learner needs to **present** the information for a job application form in an appropriate format eg completing the form rather than stating 'see attached CV'. Learners can use paper-based or ICT based application forms. This can be a real or simulated job application but should be relevant to the individual.

Unit 7546-348 Applying for a job

How can this unit be delivered?

This unit could be linked to literacy development and form filling.

External speakers such as employers could be invited to talk to the learners and offer an insight into the selection process.

Potential resources

Application forms from a variety of sources.

These websites might be useful:

www.connections-direct.com

www.direct.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Level: Entry 3
Credit value: 1
UAN: M/501/6326

Unit aim

The aim of this unit is to introduce the learner to the most important aspects of preparing for an interview, with an emphasis on planning ahead of the interview.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know what is required in the job, placement or course for which they are applying
2. Be able to prepare responses for likely interview questions
3. Know that it is important to plan their travel for the interview

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-349 Preparing for an interview

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know what is required in the job, placement or course for which they are applying

The learner can:

1. identify the main tasks and activities associated with the job role or placement or areas of learning to be covered in the course.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** at least two main tasks and activities associated with the job role or placement or areas of learning to be covered in the course. The main tasks and activities will relate to the job description or placement or area of learning covered in the course that attracted the learner to apply. Evidence may be a copy of the job advert, details of their placement or course with the main tasks and activities highlighted with a brief written explanation of each.

Outcome 2 Be able to prepare responses for likely interview questions

The learner can:

1. with support, prepare brief answers to a given set of questions that are likely to be asked at the interview.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to work with an appropriate person to prepare brief answers to a given set of questions that are likely to be asked at the interview. The learner should take the lead in preparing the answers with the appropriate person giving guidance on content, style and format. The answers to the questions may be practised verbally in a role play situation.

Evidence may be a written copy of the questions and answers and/or an observation record of the role play.

Outcome 3 Know that it is important to plan their travel for the interview

The learner can:

1. identify from information provided to them, the time and place where the interview will be held
2. with support, identify the route and means of transport which they plan to take.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to clarify the time of the interview and the address where the interview will be held from the information provided to them. If the time is written in 24 hour clock, for example 14:00, they must understand this is 2pm and not 4pm. They may make a note of the time in a diary, calendar or store it electronically and set a reminder. They may need to find the address on a map if the place is not familiar to them.

Evidence may be a copy of the map with the place highlighted and a note of the time of the interview.

For 3.2 the learner needs to identify, with an appropriate person, the best route and means of transport which they plan to take. This may involve the learner accessing the organisation's website and/or looking up bus times or travel routes with support from their assessor. The learner may contact the organisation and ask for directions, bus/train routes or details of where they can park their car.

Evidence may be a copy of their route highlighted on a map with a note of their means of transport, a timetable with the bus or train times highlighted.

Unit 7546-349 Preparing for an interview

How can this unit be delivered?

Potential resources

These websites might be useful:

www.redgoldfish.co.uk/interview-tips-and-advice.aspx

www.redgoldfish.co.uk/cvinfo/howprepare.aspx

www.direct.gov.uk/en/Employment/Jobseekers/Helpapplyingforajob/DG_173685

Unit 7546-350 Interview skills

Level: Entry 3
Credit value: 1
UAN: T/501/6327

Unit aim

The aim of this unit is to introduce the learner to the key aspects of conduct appropriate for interview scenarios and will equip the learner with basic interview skills, including being able to reflect on how well they did in the interview.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to present themselves appropriately at an interview
2. Be able to give appropriate answers to the interviewer's questions
3. Know how they performed in the interview

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-350 Interview skills

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know how to present themselves appropriately at an interview

The learner can:

1. dress appropriately and display an appropriate level of personal hygiene for the interview
2. use appropriate means of non-verbal communication such as body language and facial expressions.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to know how to **dress** appropriately and **display** an appropriate level of personal hygiene for the interview. Deciding what to wear for the interview will depend on the sort of work the learner is applying for. The learner might find out if there is a dress code. It is not essential to buy a new outfit but a neat, clean and tidy appearance should be sufficient. The learner needs to feel 'good' however he/she is dressed. The learner must understand the importance of personal hygiene in terms of presenting themselves with a fresh, clean appearance. They should not overdo it with too much perfume or aftershave.

Evidence could be an assessor observation, witness statement or a photograph of the learner dressed in the clothes they would wear at an interview. The photograph must be annotated with a brief note explaining why they have chosen those clothes and how they have prepared to make sure their personal hygiene is acceptable.

For 1.2 the learner needs to **use** non-verbal communication and demonstrate at least one example of appropriate body language and at least one example of an appropriate facial expression. The learner needs to have a clear understanding of what non-verbal communication is appropriate and what is not appropriate. The appropriate body language and facial expressions must be those suitable in an interview situation.

Evidence for this criterion may be an assessor observation, witness statement or an annotated photograph.

Outcome 2 Be able to give appropriate answers to the interviewer's questions

The learner can:

1. give clear, straightforward answers to the questions asked.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give** clear, straightforward answers to at least two questions asked. The language the learner uses must be suitable for a formal situation. They should know how to use techniques to clarify and confirm understanding, respond appropriately and respect turn taking rights.

Evidence for this criterion may be an assessor observation or witness statement. An observation record of a role play may provide evidence for this criterion.

Outcome 3 Know how they performed in the interview

The learner can:

1. identify one aspect of the interview that went well and one that did not.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** one aspect of the interview that went well and one that did not. This can be a real or simulated interview. The learner needs to recognise the good things in the interview that they think went well, for example, feeling relaxed and answering all the questions as well as recognising where things did not go so well, for example, being very nervous and forgetting everything they practised.

Evidence may be a learner statement.

Unit 7546-350 Interview skills

How can this unit be delivered?

The learner can take part in a real interview situation for learning, work or training or simulation may be used such as a role play.

Potential resources

This website might be useful:

www.skillstudio.co.uk/google/interview-skills-1.htm?gclid=CPCluuvVrqMCFRQ8IAodcEnq3g

Level: Entry 3
Credit value: 2
UAN: K/502/4263

Unit aim

The aim of this unit is to introduce the learner to some of the key aspects of working life e.g. what it means to be an employee. The unit is introduced in direct response to CBI concerns about the lack of awareness in new recruits (at all levels) of how businesses and organisations work, customers needs, and the world of work.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the types of employer that are found in their local area
2. Understand some of the expectations employers have of employees
3. Be able to relate employer expectations to their own activities

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-366 Work awareness

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know about the types of employer that are found in their local area

The learner can:

1. identify 3 types of employer in their local area and their main area of business covering the:
 - a) service sector
 - b) manufacturing sector
 - c) public and private sectors
2. identify how one employer makes money or is funded.

Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to **identify three** types of employer in their local area. For each employer they should state their main area of business. There should be an example from each of the following sectors:

- a) service sector
- b) manufacturing sector
- c) public and private sectors.

For 1.2 the learner needs to choose one of the employers identified in 1.1 and **identify** how the employer makes money or is funded.

Evidence for 1.1 and 1.2 may be a learner statement, a table or a poster.

Outcome 2 Understand some of the expectations employers have of employees

The learner can:

1. list 2 expectations that employers would have of their employees
2. give a reason why one of these expectations is important.

Explanation of criteria and examples of evidence

For this criterion (2.1) the learner needs to **list** at least two expectations that employers would have of their employees, eg timekeeping.

Evidence may be a learner statement.

For 2.2 the learner needs to **give** a reason why one of these expectations identified in 2.1 is important.

Evidence for 2.1 and 2.2 may be a learner statement.

Outcome 3 Be able to relate employer expectations to their own activities

The learner can:

1. identify one activity they have undertaken that shows they could meet at least one employer expectation
2. say why they meet the expectation.

Explanation of criteria and examples of evidence

For this criterion (3.1) the learner needs to **identify** one activity they have undertaken that shows they could meet at least one employer expectation. This could be at their place of learning, on work placement or a leisure activity.

For 3.2 the learner needs to **say** why the activity identified in 3.1 shows they meet the employer's expectation.

Evidence for 3.1 and 3.2 may be a learner statement.

Unit 7546-366 Work awareness

How can this unit be delivered?

External speakers such as employers could be invited to talk to the learners about employer expectations.

Potential resources

These websites might be useful:

www.direct.gov.uk

jobcentrepus.gov.uk

Level: Entry 3
Credit value: 3
UAN: T/502/1298

Unit aim

The aim of this unit is to help the learner equip with the ability to plan and prepare for an interview, and evaluate the interview identifying further training or learning they may need in future.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to plan for interviews
2. Be able to prepare for interviews
3. Be able to communicate during interviews
4. Be able to reflect on interviews

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **30** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-372 Preparing for and learning from interviews

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Be able to plan for interviews

The learner can:

1. Identify a job role or programme of learning for interview
2. Find out basic arrangements for interview:
 - a) time
 - b) location/venue
 - c) how to get there
 - d) what to wear.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** a suitable job role or programme of learning for interview. The job role could be one identified by the learner, a skills scan or a careers advisor. The programme of learning could be to do with the learner's own interest or one that he/she is required to complete before applying for a job. Evidence might be a job advertisement, results of a skills scan or a prospectus with the programme of learning highlighted.

For 1.2 the learner needs to **find** out all the basic arrangements for interview. They must find out the time of the interview, the location/venue, how to get there and what to wear. The learner should note the time and venue of the interview from their correspondence and ensure they have checked the correct location on a map and consulted the organisation's website for travel details. They may seek advice from an appropriate person about the most suitable way to dress for the interview and may check on the website to see if there is a dress code. Evidence may be a copy of the correspondence, a map showing the location of the interview and details of the journey, a copy of the dress code or a written statement from an appropriate person, or information from a discussion giving advice on what to wear.

Outcome 2 Be able to prepare for interviews

The learner can:

1. identify key facts about an organisation being interviewed for:
 - a) name
 - b) main function
 - c) who is in charge/owner
 - d) how many employees/students it has
2. identify key facts about a job role or programme of learning being interviewed for:
 - a) hours of work/study
 - b) rate of pay/cost of course
 - c) equipment or clothing needed
 - d) work pattern/length of course
3. indicate the main skills and personal attributes for a job role or programme of learning being interviewed for
4. prepare responses to straightforward interviewer questions.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** the key facts about the organisation being interviewed for. They must find out the name of the organisation and its main function, who is in charge or the owner and how many employees or students it has. The key facts could be obtained from the organisation's website, an information pack or by contacting the organisation.

Evidence may be a chart or information leaflet with the key facts highlighted.

For 2.2 the learner needs to **identify** key facts about the job role or programme of learning being interviewed for. They need to find out about the hours of work or study, the rate of pay or cost of the course, whether any specialist equipment or clothing is needed and the work pattern or length of the course. The key facts could be obtained from the organisation's website, an information pack or contacting the organisation.

Evidence may be an information leaflet with the key facts highlighted.

For 2.3 the learner needs to **indicate** the main skills and personal attributes for a job role or programme of learning being interviewed for. The main skills and personal attributes will be the most important ones needed for the job or programme of learning.

Evidence may be a copy of the job description or course of study with the main skills and personal attributes highlighted.

For 2.4 the learner needs to **prepare** responses to straightforward interviewer questions. The learner should be given a list of the most popular/frequently asked interview questions and, with help, prepare a list of suitable answers. The learner could practise these in a role play situation.

Evidence may be a list of the responses or an observation of a role play.

Outcome 3 Be able to communicate during interviews

The learner can:

1. demonstrate how to make a positive first impression at interview with personal appearance
2. Demonstrate basic interview techniques by
 - a) making introductions
 - b) responding to straightforward questions.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **demonstrate** how to make a positive first impression at interview with their personal appearance. The learner must show how they will present themselves for interview in terms of suitable dress and personal hygiene.

Evidence may be an annotated photograph.

For 3.2 the learner needs to **demonstrate** basic interview techniques by making introductions and responding to straightforward questions. The learner must show they can greet the interviewer with a smile and a handshake while introducing themselves. They must show they can listen to and answer fully the interviewer's questions.

The evidence may be an observation record of a role play situation.

Outcome 4 Be able to reflect on interviews

The learner can:

1. identify one thing that went well during interview
2. identify one improvement for future interviews
3. indicate if a job role or programme of learning is still wanted after interview.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **identify** one thing that went well during interview, for example, feeling relaxed and confident or answering all the questions or making an impression with their appearance.

Evidence may be a learner statement.

For 4.2 the learner needs to **identify** one improvement for future interviews. This could be where something went well or where something may not have gone so well, but could be improved on.

Evidence may be a written statement.

For 4.3 the learner needs to **indicate** if a job role or programme of learning is still wanted after the interview.

The evidence may be an observation record or witness statement following a 1:1 discussion or review.

Unit 7546-374

Learning about the range of opportunities in work

Level: Entry 3
Credit value: 3
UAN: A/502/1299

Unit aim

The aim of this unit is to help the learner learn about different employment pathways, including identifying products and services within them. They will recognise different types of work and working patterns and find out about local work opportunities. They will understand reasons for selecting particular jobs.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand about employment in different sector areas
2. Understand different types of work and working patterns
3. Be able to find out about local opportunities for work
4. Understand reasons for selecting jobs

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **30** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-374 Learning about the range of opportunities in work

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand about employment in different sector areas

The learner can:

1. identify different sector areas
2. name job roles in different sector areas
3. link job roles to products and/or services
4. identify the working environment for different job roles.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** different sectors, eg retail, care, manufacturing, land-based. This does not need to be in depth at this level. The learner should be able to identify at least **three** different sectors.

For 1.2 the learner needs to **name** the job roles that they know of, perhaps jobs that friends, family or neighbours carry out.

For 1.3 the learner needs to **link** the job role with the sector. This criterion brings together 1.1 and 1.2.

For 1.4 the learner needs to **identify** different locations and types of environment involved with each sector and job role they have linked.

Note 1.4 draws together the whole outcome and one piece of evidence could be used to meet all four criteria. Evidence could include a table headed with sectors, job roles involved, the products or services and the types of environment in which the work may be carried out. An example for the land-based sector might include herdsman, working with cattle, outdoor, etc; evidence might include charts or posters about local employment opportunities, copies of careers interviews, etc

Outcome 2 Understand different types of work and working patterns

The learner can:

1. give examples of different types of work in a local area including
 - a) employment in a company
 - b) self employment
 - c) voluntary work or work experience
2. identify likely working patterns for different job roles
3. list advantages and disadvantages of different working patterns.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give** at least one example of types of work within their area in each of the three given categories. They will need an understanding of their local employment market, the types of work available and patterns of working, eg is there a lot of shift working, is there a big temporary/agency working model, etc?

For 2.2 the learner needs to **identify** the likely associated working patterns for the types of work given in 2.1, eg shift work or weekend work.

For 2.3 the learner needs to **list** at least one advantage and one disadvantage of each of the working patterns identified for 2.2.

Outcome 3 Be able to find out about local opportunities for work

The learner can:

1. identify different sources of information to find out about local jobs
2. use sources of information to find key facts about different local jobs
3. name main employers in a local area and their activities.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** where to find employment information, eg JobCentre Plus, Connexions and local employment agencies.

Evidence could be a simple list of information sources or perhaps shown as a spider chart

For 3.2 the learner needs to demonstrate that they can use at least **two** of the sources they have identified

For 3.3 the learner needs to identify the **name** of key employers in their area, the employment and services they provide.

Outcome 4 Understand reasons for selecting jobs

The learner can:

1. list reasons for choosing different jobs
2. order own reasons for selecting different jobs
3. indicate which jobs are most likely to be an entry to employment.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to understand the different opportunities jobs may offer them, eg do they offer a high rate of pay but no training and no opportunity to progress or do they offer slightly less but good training opportunities etc? They must **list** the reasons for choosing different jobs.

For 4.2 the learner needs to put in **order** their own reasons for selecting different jobs. The learner could put a careers plan in place to order their thoughts. If applicable they might also have an interview with a Connexions officer, JCP officer or careers officer at their place of training

For 4.3 the learner needs to understand and understand that they may have to work their way up to the job they aspire to and that they will need several steps along the way. They need to **indicate** the jobs most likely to be an entry to employment.

Unit 7546-374 Learning about the range of opportunities in work

How can this unit be delivered?

Potential resources

These websites might be useful:

www.direct.gov.uk

jobcentrepus.gov.uk

Unit 7546-375

Learning about workplace values and practices

Level: Entry 3
Credit value: 3
UAN: T/502/1303

Unit aim

The aim of this unit is to help the learner understand about workplace values and employer and employee rights and responsibilities, including the importance of personal appearance and health and safety in the workplace. This unit provides the opportunity for a learner's achievements in personal and social development to be accredited.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the importance of workplace values
2. Understand main employer and employee rights and responsibilities
3. Understand the importance of safe working practices
4. Know who can give support and information in the workplace about workplace values and practices

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **30** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-375 Learning about workplace values and practices

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand the importance of workplace values

The learner can:

1. identify workplace values
2. identify situations where workplace values are important
3. indicate why some types of conduct are unacceptable in the workplace.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to be either involved in a work placement or actively planning a work placement to make this unit realistic and of value.

The learner must be able to **identify** the values held by their workplace, eg respect, diligence, loyalty.

For 1.2 the learner needs to **identify** where these are important, this could be customer service, productivity, quality etc.

For 1.3 the learner needs to show why some types of conduct would be unacceptable in their work placement eg carelessness, lack of respect for others.

Outcome 2 Understand main employer and employee rights and responsibilities

The learner can:

1. list main employer rights and responsibilities
2. indicate why employer rights and responsibilities are important in the workplace
3. list main employee rights and responsibilities
4. indicate why employee rights and responsibilities are important in the workplace.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **list** the rights and responsibilities of the employer. They must list at least **three** rights and responsibilities, eg for health and safety, for data protection, employment contracts and pay and conditions.

For 2.2 the learner needs to state why the rights and responsibilities listed in 2.1 are important, eg the effect of policies and procedures on employees.

For 2.3 the learner needs to identify employees' rights and responsibilities. They must list at least **three** rights and responsibilities, eg a contract of employment, abide by workplace policies and procedures.

For 2.4 the learner needs to state why each of the rights and responsibilities listed in 2.3 are important, eg to keep their job.

Outcome 3 Understand the importance of safe working practices

The learner can:

1. identify safe working practices within the workplace
2. identify steps to be followed in the case of:
 - a) Fire
 - b) Accident
 - c) Emergency
3. indicate how to deal with potential hazards in a work area.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** at least **two** safe working practices, eg using personal protective equipment (PPE). There must be a basic understanding of health and safety in the workplace.

For 3.2 the learner needs to **identify** how this applies in their work place and the steps they should take in each of the situations listed. For each situation the learner should identify at least three steps to be taken.

For 3.3 the learner needs to identify how to deal with potential hazards. They should identify at least one hazard they can deal with and one they would refer to their supervisor

Note Learners will need to appreciate the level of hazard that they might know how to deal with and the level of hazard that they would refer to their supervisor.

Outcome 4 Know who can give support and information in the workplace about workplace values and practices

The learner can:

1. identify personnel in the workplace who can give support and information to employees about workplace values and practices
2. indicate how these personnel can help.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to feel safe in their workplace and know who to go to for support about safe practices. The learner must **identify** the person responsible for health and safety

For 4.2 the learner needs to **identify** the person responsible for health and safety and indicate at least one example of what they could do to help.

Evidence could be a chart, poster or leaflet that identifies key rights and responsibilities for the employer and employee etc.

Unit 7546-402

Effective skills, qualities and attitudes for learning and work

Level: Level 1
Credit value: 3
UAN: J/501/6879

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate a range of positive qualities, attitudes and behaviour for learning and work
2. Understand why effective communication is important
3. Work effectively

Outcome definitions

Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include being positive, motivated.

Behaviour might include wearing appropriate dress, showing respect.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **22** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-402 **Effective skills, qualities and attitudes for learning and work**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to explain the importance of positive and appropriate behaviour and consistently demonstrate appropriate codes of conduct. They also need to identify ways of working more effectively.

Outcome 1 Demonstrate a range of positive qualities, attitudes and behaviour for learning and work

The learner can:

1. explain the importance of positive and appropriate behaviour
2. consistently demonstrate appropriate codes of conduct
3. demonstrate adaptability and flexibility
4. demonstrate motivation and enthusiasm
5. demonstrate commitment and professionalism.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **explain** the importance of positive and appropriate behaviour. Learners are expected to give general examples of positive behaviour which need not relate to their particular area of learning or work. These may include behaviours which they then go on to demonstrate in 1.2 to 1.5. Evidence for 1.1 may be a learner statement or assessor observation.

For 1.2 the learner needs to consistently **demonstrate** appropriate codes of conduct over a significant period of time in the context of the length of the learner's programme of study. If the programme lasts a year then a significant period of time may be the last term or the last six weeks. Codes of conduct are typically laid down by a place of learning or work.

For 1.3 the learner needs to **demonstrate** adaptability and flexibility eg be able to respond appropriately to changing circumstances.

For 1.4 the learner needs to **demonstrate** motivation and enthusiasm eg volunteering for tasks, making suggestions.

For 1.5 the learner needs to **demonstrate** commitment and professionalism eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.

Evidence for 1.2 to 1.5 may be a witness statement giving specific examples.

Outcome 2 Understand why effective communication is important

The learner can:

1. explain the importance of effective verbal and non verbal communication
2. demonstrate effective communication on a one-to-one basis with a colleague or customer
3. demonstrate effective communication with more than one other person
4. use positive body language.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **explain** (orally or in writing) the importance of effective a) verbal and b) non verbal communication. Verbal communication refers to spoken communication and non-verbal communication refers to communication which is not spoken, including body language. Evidence for 2.1 may be a learner statement or assessor record.

For 2.2 the learner needs to **demonstrate** effective communication on a one-to-one basis with a colleague or customer. This can be a real or simulated situation.

For 2.3 the learner needs to **demonstrate** effective communication with more than one other person. This might take the form of a group discussion.

For 2.4 the learner needs to **use** positive body language.

Evidence for 2.2 to 2.4 may be a video recording, witness statement giving specific examples and/or an assessor observation.

Outcome 3 Work effectively

The learner can:

1. receive and respond to instructions
2. check own understanding of instructions
3. identify the tasks that need to be done and deadlines
4. identify the help, materials, equipment and/or tools needed to complete the tasks
5. work safely following health and safety guidelines
6. complete tasks to required standard and deadlines
7. identify ways of working more effectively.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **receive** and **respond** appropriately to instructions from a tutor or supervisor.

For 3.2 the learner needs to **check** their own understanding of instructions eg by repeating instructions, asking for clarification, summarising.

For 3.3 the learner needs to **identify** what needs to be done and the deadlines for each task.

For 3.4 the learner needs to **identify** the help, if required, from tutor, supervisor or peers (eg help with moving items), and any materials, equipment and/or tools needed to complete the tasks.

For 3.5 the learner needs to **work safely** following health and safety guidelines ie follow an organisation's health and safety procedures and use personal protective equipment if appropriate.

For 3.6 the learner needs to **complete** tasks to the standard required by the organisation within given timescales.

Evidence for 3.1 to 3.6 could include a work diary and witness statement and/or assessor observation.

For 3.7 the learner needs to **identify** ways of working more effectively. The learner needs to review their performance and suggest how they could improve when carrying out similar tasks in the future. Evidence for 3.7 may be a learner statement.

These criteria could be met through one or more activities in the place of learning or work.

Unit 7546-402 Effective skills, qualities and attitudes for learning and work

How can this unit be delivered?

This unit, which is mandatory for the Level 1 Award and Certificate, focuses on the learner's positive behaviours and performance. Learners may wish to add to this unit throughout their programme of study, particularly from the Work-based experience, Community project or Supporting others units.

Learners must demonstrate these positive behaviours consistently over a period of time eg for 6 weeks on a programme of a year or a week on a short programme.

Tutors should ensure the unit is delivered in a positive way and learners should be encouraged to discuss and recognise their own and others' positive behaviour. Videos, role plays and practical tasks may be used.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Level: Level 1
Credit value: 3
UAN: A/501/6880

Unit aim

The aim of this unit is to help the learner to be able to identify and apply for a suitable job, training programme or course.

Learning outcomes

There are **six** learning outcomes to this unit. The learner will be able to:

1. Choose a suitable career pathway
2. Identify a suitable job, training programme or course
3. Understand how to prepare a curriculum vitae
4. Understand how Learners are selected for interview
5. Apply for a job, training placement or course
6. Understand the interview process

Outcome definitions

A *career pathway* includes long-term aspirations as well as short-term goals.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **24** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-403 Career planning and making applications

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to select and use relevant information to research their own career options.

Learners are expected to have a greater degree of self-awareness. They find a suitable job vacancy, training programme or course and identify their own skills, qualities, experience and qualifications to draft a curriculum vitae.

Outcome 1 Choose a suitable career pathway

The learner can:

1. list sources of careers advice and guidance
2. research career options
3. agree a suitable career pathway.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **list** sources of careers advice and guidance. These could include people, organisations and websites.

For 1.2 the learner needs to **research** at least two career options.

For 1.3 the learner needs to **agree** a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser.

Evidence for 1.1 to 1.3 can be a learner statement signed by the assessor to confirm agreement.

Outcome 2 Identify a suitable job, training programme or course

The learner can:

2. list sources of information for job vacancies, training programmes or courses
3. find a suitable job vacancy, training programme or course.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **list** sources of information for job vacancies, training programmes or courses eg local media and job centre.

For 2.2 the learner needs to **find** a suitable job vacancy, training programme or course related to their chosen career pathway. For example, a part-time job may contribute to the learner's skills development. Information could be provided for the learner in a manageable form eg extracts from newspapers or websites, although the learner is expected to identify relevant information and state why their choice is a suitable one in relation to the career pathway identified in 1.3.

Evidence for 2.1 and 2.2 may be a learner statement.

Outcome 3 Understand how to prepare a curriculum vitae

The learner can:

1. identify own skills, qualities, experience and qualifications
2. draft a curriculum vitae.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** own skills, qualities, experience and qualifications. Skills might include being able to communicate effectively, manage time, multi-task, follow instructions, drive. Qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working. Evidence for 3.1 may be a learner statement.

For 3.2 the learner needs to **draft** a curriculum vitae (CV) but this can be typed up by someone else. Evidence for 3.2 should be the CV.

Outcome 4 Understand how Learners are selected for interview

The learner can:

1. describe how Learners are selected for an interview for a job, training programme or course.

Explanation of criterion and examples of evidence

For this criterion (4.1) the learner needs to **describe** the selection process eg job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing. Evidence for 4.1 may be a learner statement.

Outcome 5 Apply for a job, training placement or course

The learner can:

1. obtain an application form and/or job details
2. complete the application.

Explanation of criteria and examples of evidence

For the first criterion (5.1) the learner needs to **obtain** an application form and/or job details. This could be in writing, by telephone, via the internet or face-to-face. Evidence may be the application form, job details or learner statement.

For 5.2 the learner needs to **complete** the application. This may be a form or letter but it could be a telephone application. Evidence may be the completed form or letter of application or for a telephone application may be an assessor observation or an audio recording.

Outcome 6 Understand the interview process

The learner can:

1. list what needs to be considered in preparation for the interview
2. observe or take part in a real or simulated interview
3. give examples of effective and ineffective interview practice.

Explanation of criteria and examples of evidence

For the first criterion (6.1) the learner needs to **list** what needs to be considered in preparation for the interview eg researching the job/course/placement and the company/institution, research transport and timings, prepare clothes for the interview, etc. Evidence may be a learner statement.

For 6.2 the learner needs to **observe** or **take part** in a real or simulated interview. The learner could take part in a real interview or a practice interview. Alternatively, the learner could watch a video or role play. Evidence may be an assessor statement.

For 6.3 the learner needs to **give at least two examples** of effective interview practice and at least two examples of ineffective interview practice. Evidence may be a learner statement.

Unit 7546-403 Career planning and making applications

How can this unit be delivered?

This unit, which is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates, focuses on the learner planning a career and preparing for an interview.

Learners should be encouraged to consider what they want from a job or training opportunity. How far are they willing to travel? Are there particular hours or shifts that they want or that they cannot do? Would they prefer to train or study whilst they work or would they prefer to gain their qualifications first? Would they prefer to work inside or outside? Do they want to work with people?

Visits could be organised to the Careers Advisory Service and/or to particular employers, training providers or colleges. External speakers, such as Information, Advice and Guidance (IAG) professionals, could be invited to talk to the learners and discuss their individual plans. Employers could offer interview experience.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit could be integrated with other aspects of the learner's wider programme such as work on literacy.

Resources

Web-based careers guidance tools can be used although care should be taken to help learners interpret results.

These websites might be useful:

www.connexions-direct.com

www.direct.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Sector Skills Council websites

Level: Level 1
Credit value: 3
UAN: K/501/6891

Unit aim

The aim of the unit is to help the learner to develop his/her skills in, and understanding of, the workplace by preparing for, attending and reviewing work experience.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Prepare for his/her work experience
2. Plan a journey to work
3. Follow requirements during the work experience
4. Complete a work experience review

Outcome definitions

Work experience might include a placement or a current part time job. The learner is expected to attend this work experience for a minimum of 15 hours.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **15** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-409 Work-based experience

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance. Prior to the work experience the learner states how this work experience relates to his/her employment and/or learning goals and then following the work experience he/she reflects on the experience including what he/she has learned about himself/herself.

Outcome 1 Prepare for his/her work experience

The learner can:

1. suggest options for or agree suitable work experience
2. apply or prepare for work experience
3. state how this work experience relates to his/her employment and/or learning goals.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **suggest** options for or agree suitable work experience. Work experience might include a placement or a current part time job. The placement could be found by the centre and agreed by the learner or the placement could be suggested by the learner. The learner is expected to attend a suitable work experience for a minimum of 15 hours. Evidence may be a learner statement or review record.

For 1.2 the learner needs to **apply** or **prepare for** work experience. The application can be by telephone, application form or interview depending on the requirements of the work placement. If the learner is given the placement without any application process (real or simulated) they should state how they prepare for the work experience eg research location, type of company. If they are already in employment they can use existing evidence, apply for a fictional position or state how they prepared for this work experience. Evidence may be an application form, letter, assessor observation, witness statement or audio recording.

For 1.3 the learner needs to **state** how this work experience relates to his/her employment and/or learning goals. This could be directly relevant eg intended employment area or indirectly relevant eg experience of a workplace. Evidence may be a learner statement.

Outcome 2 Plan a journey to work

The learner can:

1. find out relevant bus or train times (or the times of another type of public transport)
2. decide which bus or train (or other public transport) to catch
3. work out the time he/she needs to leave home in order to arrive at a suitable time.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **find out** relevant bus or train times (or the times of another type of public transport). This could be by reading a bus or train timetable or obtaining information via the internet or telephone. If the work experience does not require a journey on public transport this can be a simulated activity for another location.

For 2.2 the learner needs to **decide** which bus or train (or other public transport) to catch. This can be a simulated activity.

Evidence for 2.1 and 2.2 may be a highlighted timetable, print out or learner statement.

For 2.3 the learner needs to **work out** the time he/she needs to leave home in order to arrive at a suitable time. If the work experience does not require the learner to plan a journey this can be a simulated activity for another location. Evidence for 2.3 may be a learner statement.

Outcome 3 Follow requirements during the work experience

The learner can:

1. attend a suitable work experience for a minimum of fifteen hours
2. dress appropriately
3. follow safe working practice
4. follow instructions to complete tasks
5. speak to other people in a suitable manner.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **attend** a suitable work experience for a minimum of fifteen hours. Evidence may be a time sheet or witness statement.

For 3.2 the learner needs to **dress appropriately** for the workplace. This may include wearing protective clothing. Evidence may be a photograph, witness statement or assessor observation.

For 3.3 the learner needs to **follow** safe working practice. The tutor/work experience provider should ensure health and safety requirements are met. Evidence should be a witness statement or assessor observation.

For 3.4 the learner needs to **follow** instructions to complete tasks in the workplace. Instructions may be written or verbal. Evidence may be a witness statement or assessor observation.

For 3.5 the learner needs to **speak** to other people in the workplace in an appropriate manner. 'Speak' can include sign language where appropriate. Evidence may be a witness statement or assessor observation.

Centres can use or adapt the Level 1 Work-based experience placement diary (see Appendix 2).

Outcome 4 Complete a work experience review

The learner can:

1. identify what went well
2. describe what he/she has learned about himself/herself
3. explain how he/she is going to build on this experience.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **identify** what went well. This can include tasks completed and skills, qualities or attitudes identified and/or improved eg getting to work on time.

For 4.2 the learner needs to **describe** what he/she has learned about himself/herself eg ability to communicate with people who are unfamiliar, does/doesn't like working in a particular setting.

For 4.3 the learner needs to **explain** how he/she is going to build on this experience eg improve particular skills, apply for similar jobs.

Evidence for 4.1 to 4.3 may be a learner statement or review record.

Unit 7546-409 Work-based experience

How can this unit be delivered?

This unit, which is optional for the Entry 3, Level 1 and Level 2 Awards and Certificates, focuses on the learner applying/preparing for and taking an active part in work-based experience.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme and has links with Career planning and making applications (units 303, 403 and 503).

Learners may find evidence from this unit particularly useful for the mandatory unit, Effective skills, qualities and attitudes for learning and work (units 302, 402 and 502).

Resources

These websites might be useful:

www.direct.gov.uk

www.connexions-direct.com

Level: Level 1
Credit value: 2
UAN: J/502/0477

Unit aim

To encourage learners to look at their own skills and qualities in relation to those needed at work and to use this understanding to identify key personal information needed for an application.

Who is this unit for?

This unit would be particularly beneficial for those learners who wish to apply for a job such as:

- those leaving education
- those currently not in employment, education or training (NEET)
- returners to work
- learners looking for improved employment opportunities.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Understand how own skills and qualities relate to those needed for working life
2. Research personal career opportunities

Outcome definitions

Skills needed for working life are any abilities the learner has to undertake tasks or function competently which would be attractive to an employer. These could include being able to multi-task, manage their time, follow instructions, drive.

Qualities needed for working life are any aspects of their character that make them attractive as an employee. These might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Career opportunities are any job opportunities which it is reasonably practicable for the learner to apply for, are available and meet the learner's own expectations of employment.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-436 Preparation for work

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio. This can be based on any purposeful activity likely to engage the learner's interest; this will usually be most successful when related to other aspects of their work or learning.

How does this unit go beyond the requirements at Entry 3?

The learner is expected to be able to select and use relevant information to complete routine tasks (subject to some direction or guidance where needed). Learners need to describe employability, as well as personal skills and qualities needed for employment. They also need to describe, rather than identify, their own personal skills and qualities, as well as describing their achievements.

Learners are expected to have a greater degree of self-awareness in needing to explain how their own skills, qualities and achievements relate to those needed for employment. They must also suggest, rather than identify, areas for development.

When researching career opportunities, learners at this level are expected to find out about a range of potential job roles that interest them. From this they will need to match their own skills, qualities and achievements to a particular job role, as well as identifying and providing the key information needed for an application or interview.

Outcome 1 Understand how own skills and qualities relate to those needed for working life

The learner can:

1. describe personal and employability skills and qualities which employees need
2. describe their own skills, qualities and achievements
3. explain how their own skills, qualities and achievements relate to those needed in the workplace
4. suggest areas for development.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner must **describe** the personal and employability skills and qualities which employees need. These might include: time management, being able to follow instructions, multi-tasking, conscientiousness, attention to detail, honesty, being punctual, politeness, hard work. In each case the skill or quality needs to be described rather than simply stated. Evidence could be generated in a group discussion as long as the learner's own contribution is recorded.

For 1.2 the learner must **describe** their own skills, qualities and achievements. This criterion is concerned more with the learner's self-awareness rather than how many skills, qualities and achievements they have (in some cases these may be quite limited). In certain circumstances evidence could be generated through a group discussion as long as the learner's own contributions are clearly recorded.

For 1.3 the learner needs to **explain** how the skills and qualities described for 1.2 relate to those in 1.1 and how these are needed in the workplace. This might involve explaining how their skills and qualities could be transferred and applied to different situations eg experience of household budgeting demonstrates experience of budgeting or managing children demonstrates the ability to multi-task and prioritise.

For 1.4 the learner must **suggest** at least two personal skills and/or qualities that they can develop. These might include the skills/qualities described in 1.1 and 1.2, although in all cases they need to be suggested by the learner as skills/qualities they need to develop or improve upon, and should be relevant to the workplace.

Outcome 2 Research personal career opportunities

The learner can:

1. find out about a range of potential job roles which interest them
2. match their skills, qualities and achievements to a potential job role
3. identify and prepare key information needed for an application or interview.

Explanation of criteria and examples of evidence

For 2.1 the learner must **find out** about a range of potential job roles which interest them. Information could include potential salary, likely hours of work, qualifications, skills and attributes needed. Information about the job roles could be provided to the learner in a manageable form (eg extracts from newspapers or websites) although the learner is expected to identify relevant information about each job role.

For 2.2 the learner must **match** their skills, qualities and achievements to a potential job role. This will require learners to compare their own skills, qualities and achievements to those of the roles they researched in 2.1 (this could be through adverts, person specifications or job descriptions). The role should be one that the learner would be broadly capable of doing and suitable in other respects eg would it be likely to involve travelling, shift-work? Is it manual work or office based?

For 2.3 the learner must **identify** and **prepare** key information needed for a job application or an interview. The learner will need to select appropriate and relevant information about the role and their own attributes (eg from the information gathered for 2.1 and 2.2) and prepare this in an appropriate manner. If preparing an application form, this could be provided to the learner as a pro-forma; for an interview, the learner's preparation could be evidenced by a one-to-one discussion as long as the learner's contribution is recorded.

Unit 7546-436 Preparation for work

How can this unit be delivered?

This unit is optional for the Level 2 Award and Certificate. It is important to tailor delivery of this unit to learners' circumstances (eg school leavers will have different needs to adults attempting to return to work). In all cases, learners should be encouraged to think about the skills and qualities they have, as well as the transferability of skills they use in other aspects of their life eg multi-tasking and budgeting.

Learners could carry out activities such as asking friends and relatives to identify their skills and attributes. The skills and qualities required by employers are easy to access. Sector Skills Council websites are good resources for sector-specific role requirements and many employers post person specifications and job descriptions on the internet. Local newspaper adverts and the Job Centre are other potential resources.

Learners should be encouraged to consider what they want from a job. How far are they prepared or able to travel? Are there particular hours or shifts that they particularly want or cannot do? Would they prefer to work outside? Do they want to work with people?

Visits could be organised to the Careers Advisory Service or the programme could make use of external speakers such as an Information, Advice and Guidance (IAG) professional or from a training provider.

Resources

Web-based careers guidance tools can be used although care should be taken to help learners interpret results.

These websites might be useful:

www.careersadvice.direct.gov.uk

www.connexions-direct.com

www.direct.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Level: Level 1
Credit value: 1
UAN: A/501/5826

Unit aim

In this unit, the learner will need to show that they understand and can demonstrate appropriate behaviours in the workplace. They will also need to review their performance.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how positive attitudes and behaviours at work benefit themselves and their organisation
2. Demonstrate a range of positive attitudes and behaviours in the workplace
3. Evaluate their own conduct

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-446 Positive attitudes and behaviours at work

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand how positive attitudes and behaviours at work benefit themselves and their organisation

The learner can:

1. explain why it is important to follow an organisation's rules and procedures
2. describe the benefits of positive attitudes and behaviours for themselves and their organisation.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **explain** why it is important to follow an organisation's rules and procedures.

For 1.2 the learner needs to **describe** at least three benefits of positive attitudes and behaviours for both themselves and their organisation.

Evidence for 1.1 and 1.2 may be a learner statement.

Outcome 2 Demonstrate a range of positive attitudes and behaviours in the workplace

The learner can:

1. interact appropriately with colleagues and customers
2. follow organisational procedures governing attitudes and behaviours at work.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **interact** appropriately in familiar routine situations with colleagues on at least two occasions and customers on at least one occasion. Customers can be internal or external customers depending on the workplace.

Evidence will be an assessor observation or witness statement for each occasion.

For 2.2 the learner needs to be aware of and **follow** organisational procedures governing attitudes and behaviours at work for a given period of time. The time will depend on the length of the learner's placement.

Evidence will be an assessor observation or witness statement for each occasion.

Outcome 3 Evaluate their own conduct

The learner can:

1. describe what went well and what did not.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **describe** both what went well and what did not go well in relation to their conduct in the work place.

Evidence may be a learner statement.

Unit 7546-446 Positive attitudes and behaviours at work

How can this unit be delivered?

Potential resources

This website might be useful:

www.worketiquette.co.uk

Level: Level 1
Credit value: 1
UAN: M/501/6391

Unit aim

This unit will help the learner to find out more about the company or organisation providing the work placement, the specific requirements for the work placement and how to set goals that enhance their work placement experience.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know about the company or organisation where they plan to do the work placement
2. Know what is expected of them during the work placement
3. Be able to set goals to help them get the most out of the work placement

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-456 Preparing for work placement

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know about the company or organisation where they plan to do the work placement

The learner can:

1. describe the company or organisation where they plan to do the work placement.

Outcome 2 Know what is expected of them during the work placement

The learner can:

1. identify the requirements for the placement, and why the requirements are necessary
2. describe tasks they are likely to undertake in the work placement
3. describe appropriate attitudes and behaviours for the work placement and why they are important in the workplace
4. describe appropriate steps they could take in situations of emotional stress, difficulty or confusion during the work placement.

Outcome 3 Be able to set goals to help them get the most out of the work placement

The learner can:

1. set appropriate goals for the work placement.

Level: Level 1
Credit value: 2
UAN: J/501/6395

Unit aim

This unit will help the learner understand what was learned from a work placement and how to set goals based on work placement learning.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to show evidence of tasks undertaken during the work placement
2. Understand what they learned from the work placement
3. Be able to use learning from the tasks undertaken in the work placement to set short term goals

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-457 Learning from work placement

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Be able to show evidence of tasks undertaken during the work placement

The learner can:

1. produce evidence of tasks undertaken during work placement.

Outcome 2 Understand what they learned from the work placement

The learner can:

1. using evidence from the tasks undertaken during the work placement, describe what they learned from the tasks
2. using evidence from the tasks undertaken during the work placement, describe what they would change if they were to do the task again.

Outcome 3 Be able to use learning from the tasks undertaken in the work placement to set short term goals

The learner can:

1. set short term goals which build on their learning from carrying out tasks in the work placement.

Level: Level 1
Credit value: 1
UAN: L/501/5958

Unit aim

In this unit, the learner will find out how to make choices about the most appropriate ways to search for jobs and the most appropriate types of jobs to search for, based on an understanding of their own skills and abilities.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know potential job sources
2. Know potential job roles related to their skills and interests
3. Be able to search for job vacancies

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-459 Searching for a job

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements at Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to describe the roles or functions of different job sources, match their skills to different job roles and select suitable sources to search for particular jobs.

Outcome 1 Know potential job sources

The learner can:

1. describe different types of sources of employment available for job-seekers
2. describe the roles/functions of these sources.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe** different types of sources available for job-seekers to find employment. Sources can include job centres, publications, agencies, direct contact with employers.

For 1.2 the learner needs to **describe** the roles/functions of at least **two** of the sources described in 1.1.

Evidence for 1.1 and 2.1 may be a learner statement, talk/presentation, leaflet.

Outcome 2 Know potential job roles related to their skills and interests

The learner can:

1. match their skills and interests to potential job roles.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **match** their skills and interests to potential job roles. Skills are likely to include soft skills as well as skills obtained from training courses and employment experience.

Learners should match their skills and interests to at least **two** job roles.

Evidence may be a learner statement or witness statement/assessor observation/audio recording of a discussion with an appropriate person.

Outcome 3 Be able to search for job vacancies

The learner can:

1. understand the layout and format of job adverts in relation to their personal circumstances
2. identify sources of information available for carrying out job searches
3. select appropriate methods to search for particular job vacancies.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **understand** the layout and format of job adverts in relation to their personal circumstances. This includes key words eg salary, commission, pro-rata, and abbreviations, eg CV.

For 3.2 the learner needs to **identify** at least **three** sources of information available for carrying out job searches eg trade journals, agencies, job centres.

For 3.3 the learner needs to **select** appropriate methods to search for particular job vacancies. This may include family and friends, internet searches, trade journals.

Evidence for 3.1 to 3.3 may be a learner statement supported by annotated advertisements and results of job search.

Unit 7546-459 Searching for a job

How can this unit be delivered?

This unit could be linked to literacy development and research activities. Learners could visit the Jobcentre or external speakers could be used.

Potential resources

These websites might be useful:

www.connections-direct.com

www.direct.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Level: Level 1
Credit value: 1
UAN: Y/501/5848

Unit aim

This unit will help the learner to understand how to apply for a range of job vacancies. The learner will also look at the importance of presenting job application information in an appropriate and accurate way.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand different methods of applying for jobs
2. Know how to complete a job application form
3. Be able to apply for a job using the appropriate method

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-460 Applying for a job

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements at Entry 3?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to be able to describe different methods of applying for jobs and how and when the different methods are used. In addition to identifying the information needed, at level 1 the learner is required to assemble the information. The learner also describes the conventions, formats and styles of presenting information in job applications.

Outcome 1 Understand different methods of applying for jobs

The learner can:

1. describe different methods of applying for a job
2. describe how and when different methods of applying for a job are used.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe** at least **two** different methods of applying for a job, eg application form.

For 1.2 the learner needs to **describe** how and when at least **two** of the different methods of applying for a job from 1.1 are used eg an ICT role may require completing a form on the organisation's website.

Evidence for 1.1 and 1.2 may be a learner statement.

Outcome 2 Know how to complete a job application form

The learner can:

1. identify the information needed to prepare the job application form
2. assemble the relevant information for the job application form.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **identify** the information needed to prepare the job application form. This may include details of any qualifications achieved and the dates of any previous employment.

For 2.2 the learner needs to **assemble** the relevant information for the job application form. For example, the learner could have a record of examination results, examination certificates, a personal profile or records from their initial interview when he/she produced the certificates.

Evidence for 2.1 and 2.2 may be a learner statement/list of information needed and where this is located signed by the assessor to confirm relevant information was assembled.

Outcome 3 Be able to apply for a job using the appropriate method

The learner can:

1. describe the conventions, formats and styles of presenting information in job applications (for either real or simulated job application)
2. present the job application information accurately and in a suitable format.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **describe** the conventions, formats and styles of presenting information in different job applications eg a formal letter. This can be for either a real or simulated job application.

Evidence may be a learner statement.

For 3.2 the learner needs to **present** the job application information accurately and in a suitable format.

This can be for either a real or simulated job application.

Evidence should be the job application information eg application form.

Unit 7546-460 Applying for a job

How can this unit be delivered?

This unit could be linked to literacy development and form filling.

External speakers such as employers could be invited to talk to the learners and offer an insight into the selection process.

Potential resources

Application forms from a variety of sources.

These websites might be useful:

www.connections-direct.com

www.direct.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Level: Level 1
Credit value: 1
UAN: M/501/5824

Unit aim

In this unit, the learner will develop the skills of planning appropriate interview questions and responses ahead of an interview. They will also look at how to make effective travel plans for an interview.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Know how to respond to questions they might be asked at the interview
2. Be able to prepare appropriate questions to ask the interviewer
3. Plan to arrive at the interview on time

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-461 Preparing for an interview

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know how to respond to questions they might be asked at the interview

The learner can:

1. prepare answers to questions they might be asked at the interview.

Outcome 2 Be able to prepare appropriate questions to ask the interviewer

The learner can:

1. identify questions to ask which show their interest in the job, placement or course.

Outcome 3 Plan to arrive at the interview on time

The learner can:

1. confirm the time and place where the interview will be held
2. plan a route and means of transport which will allow them to arrive on time.

Unit 7546-462 Interview skills

Level: Level 1
Credit value: 1
UAN: R/501/5847

Unit aim

The purpose of this unit is for the learner to acquire good basic communication skills needed for an interview. The learner will also be guided through a post-interview reflection.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Present themselves appropriately at an interview
2. Answer the interviewer's questions appropriately
3. Understand their performance in an interview

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-462 Interview skills

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Present themselves appropriately at an interview

The learner can:

1. arrive in good time for the interview
2. use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice.

Outcome 2 Answer the interviewer's questions appropriately

The learner can:

1. respond clearly to the questions asked by the interviewer, using language appropriate to an interview situation.

Outcome 3 Understand their performance in an interview

The learner can:

1. describe what went well and what did not.

Level: Level 1
Credit value: 1
UAN: D/500/5306

Unit aim

This unit enables the learner to understand different types of work, labour markets and employment opportunities which exist locally and in the wider world.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Appreciate different types of work
2. Appreciate the concept of the labour market

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **9** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-474 Recognising employment opportunities

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Appreciate the concept of the labour market

The learner can:

1. list the key characteristics, and one advantage and/or disadvantage of each of the following:
 - a) employment
 - b) self-employment
 - c) unemployment
 - d) voluntary work.

Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to list the key characteristics, and one advantage and/or disadvantage of each of the following:

- a) employment
- b) self-employment
- c) unemployment
- d) voluntary work.

Key characteristics may relate to responsibility, income, motivation.

Evidence may be a table with the headings: key characteristics, advantage, disadvantage

Outcome 2 Demonstrate an understanding of how to prepare for an interview

The learner can:

1. give a meaning of the term labour market
2. list the key characteristics of the following labour markets:
 - a) local
 - b) national
 - c) European
 - d) global
3. list the main employment opportunities in their local labour market.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give** a meaning of the term 'labour market'.
Evidence may be a learner statement.

For 2.2 the learner needs to **list** the key characteristics of of the following labour markets:

- a) local
- b) national
- c) European
- d) global.

Evidence may be a table or learner statement

For 2.3 the learner needs to **list** the main employment opportunities in their local labour market.

Evidence may be a learner statement.

Unit 7546-474 Recognising employment opportunities

How can this unit be delivered?

Potential resources

These websites might be useful:

www.connections-direct.com

www.direct.gov.uk

www.statistics.gov.uk

Level: Level 1
Credit value: 2
UAN: T/502/3584

Unit aim

This unit will introduce the learner to some of the key aspects of working life e.g. what it means to be an employee. The unit is introduced in direct response to CBI concerns about the lack of awareness in new recruits (at all levels) of how businesses and organisations work, customers needs, and the world of work.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand the different types of business and organisations, their purposes and customers in their area
2. Understand why employers might require particular attitudes from their staff in different situations
3. Be able to relate employer expectations to their own activities

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **12** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-489 Business and customer awareness

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of the level below?

The assessment criteria for this level go beyond the requirements at Entry 3. The learner is expected to give examples of attitudes expected by employers and consider activities they have completed in order to identify at least two activities they have undertaken and the attitudes they have shown in these activities.

Outcome 1 Understand the different types of business and organisations, their purposes and customers in their area

The learner can:

1. identify the main areas of business for 3 different types of organisations in their local area, at least one of which must be a national organisation
2. identify the types of customer for one local and one national organisation identified.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **identify** the main areas of business for one national organisation and **two** other types of organisations in their local area.

For 1.2 the learner needs to **identify** the types of customer for one local and one national organisation identified in 1.1.

Evidence for 1.1 and 1.2 may be a learner statement.

Outcome 2 Understand why employers might require particular attitudes from their staff in different situations

The learner can:

1. give 2 examples of particular attitudes employers might require from their staff in different situations
2. state why these attitudes are important to the employer and the business or organisation.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **give two** examples of particular attitudes employers might require from their staff and state the different type of situation each attitude may be needed in.

For 2.2 the learner needs to **state** why these attitudes identified in 2.1 are important to the employer and the business or organisation.

Evidence for 2.1 and 2.2 may be a learner statement.

Outcome 3 Be able to relate employer expectations to their own activities

The learner can:

1. identify activities they have undertaken that would meet an employer's expectations
2. identify the attitudes they have shown within these activities.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** at least **two** activities they have undertaken that would meet an employer's expectations. These activities could be at their place of learning, on work placement or leisure activities.

For 3.2 the learner needs to **identify** at least **three** of the attitudes they have shown within these activities.

Evidence for 3.1 and 3.2 may be a learner statement.

Unit 7546-489 Business and customer awareness

How can this unit be delivered?

External speakers such as employers could be invited to talk to the learners about employer expectations.

Potential resources

These websites might be useful:

www.direct.gov.uk

jobcentrepus.gov.uk

Unit 7546-502

Effective skills, qualities and attitudes for learning and work

Level: Level 2
Credit value: 3
UAN: T/600/6195

Unit aim

The aim of this unit is to help the learner to be able to demonstrate positive qualities, attitudes and behaviours for learning and work, and to communicate and work effectively.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Demonstrate a range of positive qualities, attitudes and behaviours for learning and work
2. Understand why effective communication is important
3. Work effectively

Outcome definitions

Positive qualities might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

Attitudes might include being positive, motivated.

Behaviour might include wearing appropriate dress, showing respect.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **22** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-502 **Effective skills, qualities and attitudes for learning and work**

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Level 1?

The assessment criteria for this level go beyond the requirements at Level 1. It considers wider aspects of communication including written communication, communication with people not present and social networking sites. The learner is expected to produce a plan for the working day and to reflect on his/her performance.

Outcome 1 Demonstrate a range of positive qualities, attitudes and behaviours for learning and work

The learner can:

1. explain the importance of positive qualities, attitudes and behaviours for employment
2. consistently demonstrate appropriate codes of conduct
3. demonstrate his/her adaptability and flexibility
4. demonstrate his/her motivation and enthusiasm
5. demonstrate his/her commitment and professionalism
6. reflect on his/her positive qualities, attitudes and behaviours for learning and work.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **explain** (orally or in writing) the importance of positive and appropriate behaviour eg dressing appropriately including wearing Personal Protective Equipment (PPE). Evidence for 1.1 may be a learner statement.

For 1.2 the learner needs to **consistently demonstrate** appropriate codes of conduct over a significant period of time in the context of the length of the learner's programme of study. If the programme lasts a year, then a significant period of time may be the last term or the last six weeks. Codes of conduct are typically laid down by a place of learning or work.

For 1.3 the learner needs to **demonstrate** adaptability and flexibility eg be able to respond appropriately to changing circumstances.

For 1.4 the learner needs to **demonstrate** motivation and enthusiasm eg volunteering for tasks, making suggestions.

For 1.5 the learner needs to **demonstrate** commitment and professionalism eg completing tasks despite difficult circumstances, being polite to customers even if they are impolite, valuing each other's contributions, respecting confidentiality.

Evidence for 1.2 to 1.5 may be a witness statement giving specific examples or an assessor observation.

For 1.6 the learner needs to **reflect** on his/her own positive qualities, attitudes and behaviours. This could be through self review or a review with a tutor or employer. Evidence for 1.6 may be a learner statement.

Outcome 2 Understand why effective communication is important

The learner can:

1. explain the importance of effective verbal and non-verbal communication
2. demonstrate effective face-to-face communication with colleagues or customers
3. demonstrate effective communication with colleagues or customers who are not present
4. explain and discuss ideas using technical language where appropriate
5. give examples of different forms of written communication and when they are used
6. describe the possible impact of inappropriate use of social network sites.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **explain** (orally or in writing) the importance of effective a) verbal communication (eg to be heard and understood) and b) non verbal communication (eg eye contact in appropriate circumstances). Evidence may be a learner statement.

For 2.2 the learner needs to **demonstrate** effective face-to-face communication with colleagues or customers. This can be a real or simulated situation. Evidence may be a video or witness statement.

For 2.3 the learner needs to **demonstrate** effective communication with colleagues or customers who are not present eg in writing, by email or on the telephone.

For 2.4 the learner needs to **explain** and **discuss** ideas using technical language where appropriate eg language relating to a specific subject or vocational area.

Evidence for 2.2 to 2.4 may be a witness statement giving specific examples or assessor observation.

For 2.5 the learner needs to **give examples** of different forms of written communication and when they are used eg letters, reports, notes. Evidence may be a list of examples or actual examples of these forms with suitable annotation.

For 2.6 the learner needs to **describe** the possible impact of inappropriate use of social network sites eg employers may access these sites and make judgements which have an adverse effect on an individual's employment. Evidence may be a learner statement.

Outcome 3 Work effectively

The learner can:

1. identify the tasks that need to be done and the deadlines
2. produce a plan for the working day
3. work safely following health and safety guidelines
4. carry out multiple tasks or projects
5. complete tasks to required standard and deadlines
6. reflect on his/her work and identify ways of working more effectively.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **identify** the tasks to be done and the deadlines. The assessor, supervisor or employer needs to give to/agree with the learner a project or piece of work which involves multiple tasks. It is these tasks which the learner needs to identify in 3.1 and plan for in 3.2.

For 3.2 the learner must **produce** a plan for the working day. This should show the tasks and the order in which they are to be completed. The working day may be a full day, half day or shift, depending on working practice.

For 3.3 the learner must **work safely** following health and safety guidelines ie follow the organisation's health and safety procedures and use PPE if appropriate.

For 3.4 the learner needs to **carry out** multiple tasks or projects. This should be linked to the plan produced in 3.2.

For 3.5 the learner needs to **complete** the tasks to the required standard and deadlines. The standards may be set by the organisation and the deadlines may be set by the assessor, supervisor or the learner.

Evidence for 3.1 to 3.5 may include a work diary and witness statement or assessor observation.

For 3.6 the learner needs to **reflect** on his/her work and identify ways of working more effectively. This could be through self review or a review with an assessor or employer and should show areas for improvement. Evidence for 3.6 may be a learner statement.

These criteria could be met through one or more activities in the place of learning or work.

Unit 7546-502 Effective skills, qualities and attitudes for learning and work

How can this unit be delivered?

This unit, which is mandatory for the Level 2 Award and Certificate, focuses on the learner's positive behaviours and performance. Learners may wish to add to this unit throughout their programme of study, particularly from the Work-based experience, Community project or Supporting others units.

Learners must demonstrate these positive behaviours consistently over a period of time eg if the programme of study lasts a year then a significant period of time may be the last term or the last six weeks, or it may be a week on a short programme.

Tutors should ensure the unit is delivered in a positive way and learners should be encouraged to discuss and recognise their own and others' positive behaviour. Videos, role plays and practical tasks may be used.

This unit lends itself particularly well to being integrated with other aspects of the learner's wider programme as evidence is likely to come from other units. Delivery should recognise learners' particular circumstances and their broader learning programme.

Resources

These websites might be useful:

www.excellencegateway.org.uk/skillsforlife

www.bbc.co.uk/schools

Level: Level 2
Credit value: 3
UAN: A/600/6196

Unit aim

The aim of this unit is to help the learner to be able to select and apply for a suitable job, training programme or course.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Choose a suitable career pathway
2. Select a suitable job, training programme or course
3. Communicate own skills, qualities and experience in relation to the chosen career pathway
4. Understand the application process

Outcome definitions

A *career pathway* includes long term aspirations as well as short term goals.

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **20** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit relates to the PLTS areas of Independent Enquirers and Reflective Learners.

Unit 7546-503 Career planning and making applications

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements of Level 1?

The assessment criteria for this level go beyond the requirements at Level 1. The learner is expected to be able to select and use relevant information to research his/her own career options.

Learners are expected to have a greater degree of self-awareness. They find a suitable job vacancy, training programme or course and identify their own skills, qualities, experience and qualifications to draft a curriculum vitae.

Outcome 1 Choose a suitable career pathway

The learner can:

1. research career options
2. outline two career pathways
3. evaluate these career pathways
4. agree a suitable career pathway.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **research** at least two career options eg chef, florist.

For 1.2 the learner needs to **outline** two career pathways. These pathways can have the same goal (eg two different paths to the same job: full-time study or NVQ route) or different goals (two different careers).

For 1.3 the learner needs to **evaluate** these career pathways to make an informed choice.

For 1.4 the learner needs to **agree** a suitable career pathway with an appropriate person eg tutor, supervisor, careers adviser.

Evidence for 1.1 to 1.4 may be a learner statement signed by the assessor to confirm agreement.

Outcome 2 Select a suitable job, training programme or course

The learner can:

4. list and use sources of information for job vacancies, training programmes or courses
5. select a suitable job vacancy, training programme or course
6. give reasons for choice.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **list** and **use** sources of information for job vacancies, training programmes or courses eg local media and job centre.

For 2.2 the learner needs to **select** a suitable job vacancy, training programme or course related to their chosen career pathway.

For 2.3 the learner needs to **give** reasons for their choice. For example, a part-time job may contribute to the learner's skills development.

Evidence for 2.1 to 2.3 may be a learner statement.

Outcome 3 Communicate own skills, qualities and experience in relation to the chosen career pathway

The learner can:

3. explain the need to 'sell himself/herself'
4. describe own skills, qualities, experience and qualifications in relation to chosen career pathway
5. describe own achievements relevant to the chosen job, training programme or course
6. prepare a focussed curriculum vitae for his/her chosen career pathway.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **explain** the need to 'sell himself/herself' during the application process.

For 3.2 the learner needs to **describe** own skills, qualities, experience and qualifications and how these relate to the chosen career pathway. *Skills* might include being able to communicate effectively, manage time, multi-task, follow instructions, drive. *Qualities* might include being honest, punctual, conscientious, attentive to detail, polite, hard working.

For 3.3 the learner needs to **describe** own achievements relevant to the chosen job, training programme or course eg leading a team.

Evidence for 3.1 to 3.3 may be a learner statement.

For 3.4 the learner needs to **prepare** a focussed curriculum vitae for his/her chosen career pathway. This can be typed up by someone else. Evidence for 3.4 should be the curriculum vitae (CV).

Outcome 4 Understand the application process

The learner can:

2. describe how Learners are selected for an interview for a job, training programme or course
3. complete an application for a specific job, training programme or course
4. produce relevant documentation to support application.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to **describe** how Learners are selected for an interview for a job, training programme or course. This can include job specifications, desirable and essential criteria, application forms, CVs, types of interview, short listing. Evidence for 4.1 may be a learner statement.

For 4.2 the learner needs to **complete** an application for a specific job, training programme or course. Evidence may be the completed form or letter of application or, for a telephone application, may be an assessor observation or an audio recording.

For 4.3 the learner needs to **produce** relevant documentation to support their application. Evidence could include certificates, examples of work, driving licence, permit to work.

Unit 7546-503 Career planning and making applications

How can this unit be delivered?

This unit, which is optional for the Level 1 and Level 2 Awards and Certificates, focuses on the learner planning a career and preparing for an interview.

Learners should be encouraged to consider what they want from a job or training opportunity. How far are they willing to travel? Are there particular hours or shifts that they want or that they cannot do? Would they prefer to train or study whilst they work or would they prefer to gain their qualifications first? Would they prefer to work inside or outside? Do they want to work with people?

Visits could be organised to the Careers Advisory Service and/or to particular employers, training providers or colleges. External speakers, such as Information, Advice and Guidance (IAG) professionals, could be invited to talk to the learners and discuss their individual plans. Employers could offer an insight into the application process.

Delivery should recognise learners' particular circumstances and their broader learning programme. This unit could be integrated with other aspects of the learner's wider programme such as work on literacy.

Resources

Web-based careers guidance tools can be used although care should be taken to help learners interpret results.

These websites might be useful:

www.connexions-direct.com

www.direct.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Sector Skills Council websites

Level: Level 2
Credit value: 1
UAN: T/501/6148

Unit aim

The unit will help the learner find out about the company or organisation where they are going to be working, prior to starting their placement. The learner will find out how to set goals which meet their employer's expectations.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand the company or organisation where they plan to do the work placement
2. Understand information they need before starting work placement
3. Understand what the company or organisation expects of the learner during the work placement
4. Be able to set goals for the work placement including skills development

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-558 Preparing for work placement

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand the company or organisation where they plan to do the work placement

The learner can:

1. explain key information about the company or organisation providing the work placement and where this information was obtained.

Outcome 2 Understand information they need before starting work placement

The learner can:

1. explain the terms and conditions of the work placement
2. explain the tasks they would need to perform as part of the work placement.

Outcome 3 Understand what the company or organisation expects of the learner during the work placement

The learner can:

1. explain why workplace values are important for success at the work placement
2. describe personal presentation requirements appropriate to the placement
3. explain how they could deal effectively with situations of emotional stress, difficulty or confusion during the work placement.

Outcome 4 Be able to set goals for the work placement including skills development

The learner can:

1. set specific, realistic goals for the work placement, including a goal that relates to skills development.

Level: Level 2
Credit value: 2
UAN: L/501/6186

Unit aim

This unit uses the evidence gathered work placement to reflect on what has been learned and how to use that learning for goal setting, career plans and future development.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to present evidence of learning gained from tasks undertaken during the work placement
2. Understand what skills were used or gained during the work placement
3. Understand aspects of the work placement that could have been improved
4. Be able to use learning from the work placement to set career-related goals

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-559 Learning from work placement

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Be able to present evidence of learning gained from tasks undertaken during the work placement

The learner can:

1. show evidence that explains the learning gained from tasks undertaken during the work placement.

Outcome 2 Understand what skills were used or gained during the work placement

The learner can:

1. explain how they used their strengths or skills during the work placement and where they experienced challenges.

Outcome 3 Understand aspects of the work placement that could have been improved

The learner can:

1. explain any aspect of the work placement experience that could have been improved and how it could have been improved.

Outcome 4 Be able to use learning from the work placement to set career-related goals

The learner can:

1. describe how the work placement experience might assist them in making choices about a future career
2. set short term and long term goals which build on their learning from the work placement.

Level: Level 2
Credit value: 1
UAN: A/501/6278

Unit aim

This unit aims to assist the learner in developing an understanding of a wide range of potential sources of employment and how to link their own skills, interests and achievements to appropriate job sources and job roles.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Understand how to use potential job sources
2. Understand how their skills, interests and achievements might relate to potential job roles
3. Be able to investigate job vacancies

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-563 Searching for a job

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements at Level 1?

The assessment criteria for this level go beyond the requirements at Level 1. The learner is expected to be able to evaluate sources of information, identify suitable job roles and explain how their skills interests and achievements relate to potential job roles. The learner searches for potential job vacancies and communicates to request further information.

Outcome 1 Understand how to use potential job sources

The learner can:

1. evaluate a range of sources of employment available for job-seekers
2. select appropriate sources of job vacancies for their own purposes
3. identify potential job roles from the appropriate sources of employment.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **evaluate** a range of at least **three** sources of employment available for job-seekers. Sources can include job centres, publications, agencies, direct contact with employers.

For 1.2 the learner needs to **select** at least **two** appropriate sources of job vacancies from 1.1. The source should be appropriate for their own purposes.

For 1.3 the learner needs to **identify** at least **two** potential job roles from the appropriate sources identified in 1.2.

Evidence for 1.1 to 1.3 may be a learner statement.

Outcome 2 Understand how their skills, interests and achievements might relate to potential job roles

The learner can:

1. explain how their skills, interests and achievements relate to potential job roles identified from appropriate sources of employment.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **explain** how their skills, interests and achievements relate to the potential job roles identified in 1.3 from appropriate sources of employment.

Evidence may be a learner statement or witness statement/assessor observation/audio recording of a discussion with an appropriate person.

Outcome 3 Be able to investigate job vacancies

The learner can:

1. search for potential job vacancies
2. communicate with employers or the employer's representative to obtain further information about job vacancies.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **search for** at least **two** potential job vacancies

Evidence for may be a copy of the advertisement or an internet printout.

For 3.2 the learner needs to **communicate** (orally or in writing as identified in the vacancy) with employers or the employer's representative, such as an agency, to obtain further information about the job vacancies found in 3.1.

Evidence is likely to be a letter, email, assessor observation or witness statement.

Unit 7546-563 Searching for a job

How can this unit be delivered?

This unit could be linked to literacy development and research activities. Learners could visit the Jobcentre or external speakers could be used.

Potential resources

These websites might be useful:

www.connections-direct.com

www.direct.gov.uk

www.jobcentreplus.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Level: Level 2
Credit value: 1
UAN: J/501/5893

Unit aim

This unit aims to equip the learner with the skills to access and respond to different types of job application opportunities. The learner will gain an understanding of how to present a job application in an appropriate way.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Be able to access different methods of applying for a job
2. Be able to prepare a job application
3. Be able to present the job application appropriately
4. Be able to reflect on the appropriateness of the job application

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-564 Applying for a job

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Be able to access different methods of applying for a job

The learner can:

1. investigate different methods of applying for a job.

Outcome 2 Be able to prepare a job application

The learner can:

1. collate the appropriate information for a job application
2. prepare a thorough job application.

Outcome 3 Be able to present the job application appropriately

The learner can:

1. select and use the conventions, formats and styles of presenting job applications appropriately

Outcome 4 Be able to reflect on the appropriateness of the job application

The learner can:

1. evaluate the suitability of the style and information in the job application in relation to its intended audience.

Level: Level 2
Credit value: 1
UAN: H/501/5917

Unit aim

This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to anticipate key questions that they might be asked at the interview
2. Be able to prepare answers to anticipated interview questions
3. Know how to use information about the job/course to identify questions to ask the interviewer

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-565 Preparing for an interview

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Be able to anticipate key questions that they might be asked at the interview

The learner can:

1. suggest key types of questions that the interviewer might ask.

Outcome 2 Be able to prepare answers to anticipated interview questions

The learner can:

1. prepare appropriate answers to the key questions most likely to be asked by the interviewer.

Outcome 3 Know how to use information about the job/course to identify questions to ask the interviewer

The learner can:

1. find out key information about the employer/ organisation/ course and explain why it is useful for the interview
2. identify what information they do not have about the job/ placement/course which they could request at the interview.

Unit 7546-566 Interview skills

Level: Level 2
Credit value: 1
UAN: L/501/5913

Unit aim

This unit focuses on the role of the learner in correctly anticipating and preparing key information, questions and answers for a potential interview.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to present themselves appropriately at an interview
2. Be able to answer the interviewer's questions appropriately
3. Reflect on their performance in an interview

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **10** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-566 Interview skills

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Be able to present themselves appropriately at an interview

The learner can:

1. arrive in good time for the interview and have prepared information about the name or job role or title of the interviewer
2. introduce themselves at the interview location
3. use appropriate means of non-verbal communication such as body language, facial expressions and tone of voice to show interest in the job or course.

Outcome 2 Be able to answer the interviewer's questions appropriately

The learner can:

1. explain the importance of clarifying an interviewer's questions if they are unclear
2. give full responses which provide answers to the questions asked by the interviewer.

Outcome 3 Reflect on their performance in an interview

The learner can:

1. **analyse** what went well and what did not
2. suggest ways of improving their performance in a future interview

Unit 7546-579

Investigating a vocational area

Level: Level 2
Credit value: 2
UAN: T/600/3250

Unit aim

This unit is about selecting and researching a vocational area with regard to skills, knowledge and personal qualities.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know how to research a vocational area
2. Know how to develop the skills and knowledge for a chosen job role

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **16** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-579 Investigating a vocational area

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know how to research a vocational area

The learner can:

1. explain own reasons for interest in a specific vocational area
2. use relevant sources of information to research a vocational area, and explain what has been learned from each
3. describe three job roles associated with the vocational area
4. describe the skills, knowledge and personal qualities required to perform the job roles identified
5. explain how a learner might show that they meet the job specification for one of the job roles identified.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **explain** with clear reasons their personal interest in specific vocational area. This could be a long standing interest that they now wish to investigate further as a part of initial or re-training programmes.

Evidence may be a learner statement.

For 1.2 the learner needs to **use** at least **three** relevant sources to research a vocational area, and explain what has been learned from each source used.

Evidence should include records of all the sources of information they have used to investigate their chosen area and a learner statement explaining what they have learned from each area.

For 1.3 the learner needs to **describe three** job roles that are associated with the area they have chosen to investigate. This must be a full description of the role as they understand it at present.

For 1.4 the learner needs to **describe** the skills each role in 1.3 will need, the underpinning knowledge to carry out the role effectively and the personal qualities needed. This could include training, qualifications, practice, people skills, physical fitness.

For 1.5 the learner needs to identify a job role that they feel they may be suited to and then explain how a learner might show that they meet the job specification.

Evidence for 1.3 to 1.5 may be a learner statement.

Outcome 2 Know how to develop the skills and knowledge for a chosen job role

The learner can:

1. assess own current skills, knowledge and personal qualities relevant to the chosen job role
2. assess and prioritise areas for own development
3. prepare an action plan for developing skills and knowledge for the chosen job role.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **assess** own current skills, knowledge and personal qualities relevant to the chosen job role.

Evidence may be an annotated person specification for a job or a list of learner's skills, knowledge and personal qualities.

For 2.2 the learner needs to **assess** and prioritise areas for their own development. These may include aspects of education and training, self improvement, physical fitness.

For 2.3 the learner needs to reflect on the areas for development in 2.2 and **prepare** an action plan with SMART targets for completion of the plan. This should include at least two short term goals and two longer term goals.

Evidence for 2.2 and 2.3 should be an action plan.

Level: Level 2
Credit value: 2
UAN: T/600/3250

Unit aim

This unit is about developing an understanding of a vocational area by investigating different job roles, participating in a vocational taster and reflecting on own skills and development needs within vocational area.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Understand different job roles within a vocational area
2. Use relevant skills, knowledge and personal qualities in a vocational context
3. Understand the health and safety requirements relevant to the vocational context
4. Reflect on suitability for job role in chosen vocational context

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **16** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-580 Participating in a vocational taster

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Understand different job roles within a vocational area

The learner can:

1. describe three job roles within a vocational area
2. assess the skills, knowledge and personal qualities required to perform one of the job roles identified.

Explanation of criteria and examples of evidence

For the first criterion (1.1) the learner needs to **describe three** different job roles in a vocational area of their choice.

For 1.2 the learner needs to select one of the job roles from 1.1 and **assess** the skills, knowledge and personal qualities it requires, eg will it include lone working, team working, practical skills, IT skills, physical fitness etc.

Evidence for 1.1 and 1.2 may be a learner statement.

Outcome 2 Use relevant skills, knowledge and personal qualities in a vocational context

The learner can:

1. perform a given task in a vocational context using relevant skills
2. demonstrate application of relevant knowledge to a vocational context
3. describe how own personal qualities have been engaged in a vocational context.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to demonstrate their ability to **perform** a task in their chosen vocational area. This does not need to be an extensive activity but must clearly relate to the vocational area of the learner's choice.

Evidence for 2.1 may be a learner statement.

For 2.2 the learner needs to **demonstrate** application of their knowledge of the vocational area. For this the learner must have some prior knowledge as they will be demonstrating rather than learning. They will need to be able to show a level of competence in the vocational area.

Evidence may be an assessor observation or witness statement.

For 2.3 the learner needs to reflect and **describe** how they used their own personal qualities in the vocational setting, eg were they able to work as a part of a team, show their initiative and plan a task etc. The learner should describe two qualities they used in the vocational area.

Evidence for 2.3 may be a learner statement.

Outcome 3 Understand the health and safety requirements relevant to the vocational context

The learner can:

1. describe the health and safety issues relevant to the vocational context
2. assess the risks associated with own role
3. apply safe working procedures to minimise risks identified.

Explanation of criteria and examples of evidence

For the first criterion (3.1) the learner needs to **describe** at least **three** of the health and safety issues related to their chosen area.

Evidence for 3.1 may be a learner statement.

For 3.2 the learner needs to reflect on their own role and assess the risks associated with that role eg are they responsible for other people, co-workers, customers, clients etc, do they use dangerous equipment, chemicals etc.

Evidence for 3.2 may be a learner statement.

For 3.3 the learner needs to apply safe working practices that will minimise the risks identified in 3.2.

Evidence should be an assessor observation or witness statement.

Outcome 4 Reflect on suitability for job role in chosen vocational context

The learner can:

1. describe the skills and knowledge gained from the vocational taster
2. assess own strengths and areas for development
3. comment on the positive and negative aspects of the vocational experience.

Explanation of criteria and examples of evidence

For the first criterion (4.1) the learner needs to identify and **describe** the skills and knowledge they have gained and/or developed on their work taster.

For 4.2 the learner needs to **assess** own strengths and areas for development.

The learner should reflect on their placement and 4.1 and identify their strengths and at least two areas for development.

For 4.3 the learner needs to **comment** on the positive and negative aspects of their vocational taster. They need to realise that all will form a vital part of their learning and that both positive and negative have a value. The learner should identify three positive and three negative aspects of the taster.

Evidence for 4.1 to 4.3 may be a learner statement.

Unit 7546-580 Participating in a vocational taster

How can this unit be delivered?

Evidence for this unit must come from a vocational taster that the learner has completed. There should be evidence of observations of safe working practices either by a visiting assessor or a work based supervisor.

Potential resources

These websites might be useful:

www.excellencegateway.org.uk

www.sln.org.uk/1419/downloads/newsroom/14-

[19%20vocational%20tasters%20sln%202006%2007.pdf](http://www.sln.org.uk/1419/downloads/newsroom/14-19%20vocational%20tasters%20sln%202006%2007.pdf) direct link to leaflet

Level: Level 2
Credit value: 2
UAN: T/600/3717

Unit aim

This unit covers skills in writing CVs and covering letters, complying with accepted conventions, completing application forms and understanding the different ways of applying for work.

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:

1. Recognise different ways of applying for jobs
2. Be able to produce a Curriculum Vitae (CV)
3. Be able to write a covering letter
4. Be able to complete job application forms

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **16** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-582 Applying for work

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Recognise different ways of applying for jobs

The learner can:

1. describe the different ways of applying for jobs and what is involved in each approach.

Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to **describe** at least **four** different ways of applying for jobs and what is involved in each approach. Ways can include replying to jobs advertised in various locations as well as applying to agencies or other speculative approaches.

Evidence for 1.1 may be a learner statement.

Outcome 2 Be able to produce a Curriculum Vitae (CV)

The learner can:

1. produce a clearly structured and legible CV which includes relevant information and summarises own experience, qualities and skills
2. modify a CV for a specific purpose, including all relevant information.

Explanation of criteria and examples of evidence

For this criterion (2.1) the learner needs to **produce** a clearly structured and legible CV which includes relevant information and summarises own experience, qualities and skills.

Evidence will be the learner's CV.

For 2.2 the learner needs to **modify** the CV produced in 2.1 for a specific purpose and ensure they include all relevant information. The learner should research the purpose such as a specific job and ensure they read all the supporting information, eg job details and person specification. They should adapt their CV from 2.1 to highlight the aspects required for the specific job.

Evidence will be the modified CV together with information on the specific purpose eg job details and person specification.

Outcome 3 Be able to write a covering letter

The learner can:

1. describe the range of information required in a covering letter to meet the needs and expectations of employers
2. produce a formal covering letter in an appropriate format, which meets accepted conventions in language structures and register
3. adapt the letter appropriately for both a direct and a speculative approach.

Explanation of criteria and examples of evidence

For this criterion (3.1) the learner needs to **describe** the range of information required in a covering letter to meet the needs and expectations of employers. This will depend on the detail provided on the accompanying application form or CV.

Evidence may be a learner statement.

For 3.2 the learner needs to **produce** a formal covering letter in an appropriate format, which meets accepted conventions in language structures and register. The letter should reflect the requirements of the national standards for level 2 literacy eg Functional Skills.

Evidence will be a formal covering letter.

For 3.3 the learner needs to **adapt** the letter appropriately for both a direct and a speculative approach.

Evidence will be two covering letters: one for a direct approach and one for a speculative approach.

Outcome 4 Be able to complete job application forms

The learner can:

1. read the job requirements and specifications and describe the range of information required
2. describe own skills and experience relevant to the job specifications and prepare draft text
3. complete the form providing the information requested and the level of detail required
4. present the information in a style and register appropriate to the audience
5. check the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary.

Explanation of criteria and examples of evidence

For 4.1 the learner needs to **read** the job requirements and specifications and describe the range of information required eg specific qualifications, skills and experience.

Evidence may be a learner statement.

For 4.2 the learner needs to **describe** own skills and experience relevant to the job specifications and prepare draft text.

Evidence will be the draft text plus supporting evidence eg annotation against job specifications or a learner statement.

For 4.3 the learner needs to **complete** the form providing the information requested and the level of detail required. The learner should check the application form and job/person specification to ensure they have given relevant and sufficient details.

For 4.4 the learner needs to **present** the information in a style and register appropriate to the audience.

For 4.5. the learner needs to **check** the form for spelling, grammatical accuracy and appropriate sentence structures, amending where necessary.

Evidence for 4.3 to 4.5 will be the completed form .The form should reflect the requirements of the national standards for level 2 literacy eg Functional Skills.

Unit 7546-582 Applying for work

How can this unit be delivered?

External speakers such as employers could be invited to talk to the learners and explain aspects of the application process.

This unit may link with literacy and the requirements of the national standards for level 2 literacy eg Functional Skills, Core Skills, Essential Skills or Essential Skills Wales.

Potential resources

These websites might be useful:

www.connections-direct.com

www.direct.gov.uk

www.jobcentreplus.gov.uk

www.sscalliance.org

www.employ-ability.org.uk

www.prospects.org.uk

Level: Level 2
Credit value: 1
UAN: K/600/3729

Unit aim

This unit deals with acceptable conventions for personal presentation in the workplace and the importance of first impressions. The unit covers the reasons for and benefits of dress and appearance conventions, and ways of creating positive impressions.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know conventions for personal presentation in the workplace
2. Understand the value of first impressions

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **8** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-591 Personal presentation in the workplace

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

Outcome 1 Know conventions for personal presentation in the workplace

The learner can:

1. describe a range of dress and appearance conventions and their appropriateness for different work settings.

Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to **describe** a range of dress and appearance conventions and their appropriateness for different work settings. Learners should consider at least **three** different work settings including one setting requiring personal protective equipment (PPE).

Evidence for 1.1 may be a learner statement.

Outcome 2 Understand the value of first impressions

The learner can:

1. state why it is important to make a good first impression
2. describe ways of creating a positive impression when meeting, speaking and writing to people for the first time.

Explanation of criteria and examples of evidence

For this criterion (2.1) the learner needs to **state** why it is important to make a good first impression.

Evidence may be a learner statement.

For 2.2 the learner needs to **describe** at least **three** ways of creating a positive impression for each of these occasions:

- a) meeting people for the first time
- b) speaking to people, eg on the telephone, for the first time
- c) writing to people for the first time.

Evidence may be a learner statement.

Unit 7546-591 Personal presentation in the workplace

How can this unit be delivered?

External speakers such as employers could be invited to talk to the learners and explain aspects of personal presentation.

This unit may link with literacy and the requirements of the national standards for level 2 literacy eg Functional Skills, Core Skills, Essential Skills or Essential Skills Wales.

Potential resources

These websites might be useful:

www.connections-direct.com

www.direct.gov.uk

www.jobcentreplus.gov.uk

Level: Level 2
Credit value: 2
UAN: T/502/3536

Unit aim

This unit will introduce the learner to some of the key aspects of working life and some of the underpinning attitudes required for work.

The unit is introduced in direct response to concerns about the lack of awareness in new recruits (at all levels) of how business works, customer needs and the world of work.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be able to research local businesses and identify how they differ in purpose and customer base
2. Understand the relationship between qualities and business and how this changes depending on the nature of the business
3. Be able to source information on a local business and identify the qualities they are likely to look for in employees

Guided learning hours

Although patterns of delivery are likely to vary considerably, it is recommended that **12** hours should be allocated for this unit.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Unit 7546-597 Business and customer awareness

Assessment criteria and evidence requirements

How is this unit assessed?

Assessment is by a learner portfolio.

How does this unit go beyond the requirements at Level 1?

The assessment criteria for this level go beyond the requirements at Level 1. The learner is expected to be able to study local businesses and describe why different businesses may require different qualities. They describe the customer base of one local business and identify the qualities required by this business.

Outcome 1 Be able to research local businesses and identify how they differ in purpose and customer base

The learner can:

1. collect information about 3 different local businesses, including one national business, from a given list of business types
2. describe what each business is about, showing:
 - a) what it does
 - b) how it is owned
 - c) the type of people it employs and the skills needed to work there
 - d) the type of customer it has
3. present their findings including their sourced material in a clear and appropriate way.

Explanation of criteria and examples of evidence

For this criterion (1.1) the learner needs to **collect** information about **three** different local businesses, including one national business, from a given list of business types. The information may be collected in the form of leaflets or material published on the internet or by listening to a presentation by the business or talking to people.

Evidence may be the printed material or a learner statement.

For 1.2 the learner needs to **describe** what each business is about, showing

- a. what it does
- b. how it is owned
- c. the type of people it employs and the skills needed to work there
- d. the type of customer it has.

For 1.3 the learner needs to **present** their findings including their sourced material in a clear and appropriate way. The presentation could be an oral, written or electronic presentation.

Evidence for 1.2 and 1.3 should be their presentation of findings.

Outcome 2 Understand the relationship between qualities and business and how this changes depending on the nature of the business

The learner can:

1. describe the types of qualities that employers expect in their staff giving a reason why it is important to have staff with the right qualities
2. describe how the different types of business and organisations may require different qualities depending on their purpose and customers.

Explanation of criteria and examples of evidence

For the first criterion (2.1) the learner needs to **describe** at least three of the types of qualities that employers expect in their staff and give a reason why it is important to have staff with the right qualities.

For 2.2 the learner needs to **describe** how the different types of business and organisations may require different qualities depending on their purpose and customers.

Evidence for 2.1 and 2.2 may be a learner statement.

Outcome 3 Be able to source information on a local business and identify the qualities they are likely to look for in employees

The learner can:

1. determine the nature of an important local business by examining information collected on the business
2. describe the business customer base
3. Identify the qualities that the business will look for in its employees.
4. present findings in a clear and appropriate way describing the businesses customer base.

Explanation of criteria and examples of evidence

For this criterion (3.1) the learner needs to **determine** the nature of an important local business by examining information collected on the business. This may be one of the businesses identified in 1.1.

For 3.2 the learner needs to **describe** the business customer base. Depending on the type of business chosen in 3.1 the customers may be individuals or other businesses and a description of either is acceptable.

For 3.3 the learner needs to **identify** at least five of the qualities that the business will look for in its employees.

For 3.4 the learner needs to **present** findings in a clear and appropriate way describing the businesses customer base. The presentation could be an oral, written or electronic presentation.

Evidence for 3.1 to 3.4 should be their presentation of findings.

Unit 7546-597 Business and customer awareness

How can this unit be delivered?

External speakers such as employers could be invited to talk to the learners about employer expectations.

Potential resources

These websites might be useful

www.direct.gov.uk

jobcentreplus.gov.uk

Appendix 1 Glossary

Agree	to reach a joint decision (with one or more person(s))
Analyse	to study or examine a topic in detail, in order to discover more about it
Annotation	words/notes written on material (eg photographs or text) usually to personalise or clarify the material
Assessor observation	written evidence produced by the assessor to record what they have observed the learner doing
Attitude	the way a person views something (NB learners do not have to distinguish between skills, qualities and attitudes)
Learner portfolio	see 'portfolio'
Learner statement	information provided by the learner which can be hand written, typed or presented as a video or audio recording
Choose	select from a number of alternatives
Decide	reach a decision eg by considering options (these options may be suggested by the learner or another person)
Define	say (orally or in writing) what the meaning of something, especially a word, is (eg defining a particular term)
Demonstrate	show how something should be done. This is evidence of performance.
Describe	give details, to say or write what someone or something is like
Evaluate	to judge or calculate the quality, importance, amount or value of something
Explain	to make something clear or easy to understand by describing or giving information about it
Identify	to recognise something (or someone) and say (or prove) what (or who) they are
List	to make a list of at least two items. This could be a written list produced by the learner (eg hand written, using ICT, by highlighting or cutting and pasting from given source materials). Oral evidence could be recorded as an assessor observation, audio recording or a record of questioning.
Outline	give a general explanation or description without detail

Portfolio	a collection of evidence which meets the assessment criteria. This can be paper based and/or stored electronically (ie e-portfolio).
Qualities	distinguishing characteristics or attributes; a feature of personality (NB learners do not have to distinguish between skills, qualities and attitudes)
Range	at least three
Research	find information eg from a variety of oral and/or written sources
Skill	special ability or expertise, often acquired through training (NB learners do not have to distinguish between skills, qualities and attitudes)
State	can be written or oral evidence. Evidence for oral contribution could be an assessor record of questioning.
UAN	Unit accreditation number
Use	to put something such as a tool or skill to a particular purpose
Witness statement	written evidence produced by someone other than the assessor to record what they have observed the learner doing

Appendix 2 Work-based experience placement diary

The work placement diary can be used as evidence towards unit 309 or 409 Work-based experience.

Alternatively centres may wish to create their own diary template for this unit.

WORK-BASED EXPERIENCE PLACEMENT DIARY

(covers Entry 3 assessment criteria 3.1, 3.2, 3.3, 3.4, 3.5, 4.1 and 4.2)

Name of learner:

Tutor:

Telephone number:

Work-based experience/placement:

Work/placement contact:

Telephone number:

Date:

Use this page to record information about your work-based experience placement

Name and address of work placement

What service or product does your placement provide?

What tasks will you be expected to do?

Start time:

Lunch break:

Finish time:

Do you need to take lunch with you or will you need to buy lunch?

Record your activities/experiences and achievements each day before you leave your work placement or when you get home

Date

Activity/experience and achievements

Date

Activity/experience and achievements

Date

Activity/experience and achievements

Follow requirements during work-based experience

Please comment on how you feel you met the following assessment criteria:

Criteria

I

Comment

How I met this criteria

3.1 Attended suitable work experience for a minimum of 15 hours

I attended from

3.2 Dressed appropriately for the workplace

3.3 Followed safe working practice

3.4 Followed simple instructions to carry out tasks

3.5 Spoke to other people in a suitable manner

Work-based experience: provider comments

Please comment on how the learner met the following assessment criteria:

Criteria

The learner

Comment

How the learner met the criteria

3.1 Attended workplace for a minimum of 15 hours

3.2 Dressed appropriately for the workplace

3.3 Followed safe working practice

3.4 Followed simple instructions to carry out tasks

3.5 Spoke to other people in a suitable manner

You may also wish to comment on the following areas:

Contribution to teamwork

Communication skills

Reliability

Adaptability and flexibility

Motivation

Commitment

Please add any general comments

Signed:

Position:

Date:

Review of work-based experience

4.1 What did you do well?

What did you enjoy?

4.2 What are you going to do now? How are you going to build on this experience?

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
International learners	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none"> • General qualification information
Centres	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com	<ul style="list-style-type: none"> • Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com	<ul style="list-style-type: none"> • Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"> • Re-issue of password or username • Technical problems • Entries • Results • E-assessment • Navigation • User/menu option problems
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"> • Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2143	<ul style="list-style-type: none"> • Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: feedbackandcomplaints@cityandguilds.com

**Published by City & Guilds
1 Giltspur Street
London
EC1A 9DD
T +44 (0)844 543 0000
F +44 (0)207 294 2413
www.cityandguilds.com**

**City & Guilds is a registered charity
established to promote education
and training**

HB-01-7546