

Awards in Employment Awareness in Active Leisure and Learning

Qualification handbook for centres

500/6581/6

500/6580/4



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www.cityandguilds.com
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**Level 2 Awards in Employment Awareness in
Active Leisure and Learning (4835-02)**

**Level 3 Awards in Employment Awareness in
Active Leisure and Learning (4835-03)**

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1 Introduction to the qualification

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	Level 2 Award in Employment Awareness in Active Leisure and Learning
City & Guilds qualification number	(4835-02)
Ofqual accreditation number	500/6581/6
Last registration date	31/12/2010
Last certification date	31/12/2012

Qualification title and level	Level 3 Award in Employment Awareness in Active Leisure and Learning
City & Guilds qualification number	(4835-03)
Ofqual accreditation number	500/6580/4
Last registration date	31/12/2010
Last certification date	31/12/2013

The Level 2 and 3 Award in Employment Awareness in Active Leisure and Learning (4835-02) and 4835-03) aims to:

- meet the needs of candidates who work or want to work in the sport and leisure industry
- provide candidates with the knowledge, understanding, skills and values needed to achieve and complete the Level 2 Apprenticeship Framework and Level 3 Advanced Apprenticeship Framework in Active Leisure and Learning, within one of the following areas:

Level 2:

- Operational Services
- Coaching, Teaching and Instructing
- Instructing Exercise and Fitness
- Playwork
- Activity Leadership
- Spectator Safety

Level 3:

- Instructing Physical Activity and Exercise
 - Playwork
 - Outdoor Programmes
 - Coaching, Teaching and Instructing
 - Sports Development
 - Achieving Excellence in Sports Performance
 - Leisure Management
- Provide candidates with the background to their employment rights and responsibilities

1.1 Qualification structure

To achieve the Level 2 Award in Employment Awareness in Active Leisure and Learning (4835-02), learners must achieve 6 credits from the mandatory **units 201, 202 and 203**.

To achieve the Level 3 Award in Employment Awareness in Active Leisure and Learning (4835-03), learners must achieve 8 credits from the mandatory **units 201, 302 and 303**.

Please note that candidates who are studying for the Level 3 Award in Employment Awareness in Active Leisure and Learning but have **not** previously achieved the Level 2 Award, will be required to take an on-line multiple-choice test (unit 201) in addition to assignments. However, for those candidates who have successfully completed the Level 2 Award in Employment Awareness in Active Leisure and Learning and progress through to the Level 3, unit 201 will be used as APL

The diagram below illustrates the unit titles, the credit value of each unit and the title of the qualification which will be awarded to candidates successfully completing the required combination of units and/or credits.

Example 1: use table if the qualification structure is quite straight forward

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value
J/600/0840	Unit 201	Understanding employment rights and responsibilities	Mandatory	2
Y/600/1734	Unit 202	Understanding the Active Leisure and Learning Sector	Mandatory	2
D/600/1735	Unit 203	Understanding the employing organisation	Mandatory	2
F/600/1758	Unit 302	Understanding the Active Leisure and Learning Sector	Mandatory	3
R/600/1764	Unit 303	Understanding the employing organisation	Mandatory	3

1.2 Opportunities for progression

On completion of the Level 2 Award in Employment Awareness in Active Leisure and Learning qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 3 Award in Employment Awareness in Active Leisure and Learning

On completion of the Level 3 Award in Employment Awareness in Active Leisure and Learning qualification candidates may progress into employment or to the following City & Guilds qualifications:

- Level 4 HPD in Sport and Recreation Management

1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for this qualification:

Description	How to access
Assessment Pack	www.cityandguilds.com (stock code EN-02-4835)
Fast-track approval forms	www.cityandguilds.com/sport

City & Guilds websites

Website	Address	Purpose and content
City & Guilds main website	www.cityandguilds.com	This is the main website for finding out about City & Guilds qualifications. It contains qualification documentation and updates.
Walled Garden	www.walled-garden.com	The Walled Garden is a qualification administration portal for approved centres, enabling them to register candidates and claim certification online.

2 Centre requirements

This section outlines the approval processes for Centres to offer this qualification and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Level 2 and 3 Certificate in Industry and Organisational Awareness (4851-12) and (4851-13) may apply for approval for the new Level 2 and Level 3 Award in Employment Awareness in Active Leisure and Learning (4835-02) and (4835-03) using the **fast track approval form**, available from the City & Guilds website.

Centres may apply to offer the new qualification using the fast track form

- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

2.1 Resource requirements

Human resources

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the area for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area of Employment Awareness for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Candidate entry requirements

Candidates should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

As part of the assessment for this qualification, candidates must have access to a work setting/placement.

Age restrictions

This qualification is not approved for use by candidates under the age of 16, and City & Guilds cannot accept any registrations for candidates in this age group.

3 Units

Availability of units

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) www.accreditedqualifications.org.uk

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- City & Guilds reference number
- title
- level
- credit value
- unit aim
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria

Summary of units

City & Guilds unit number	Title	QCF unit number	Credits
201	Understanding employment rights and responsibilities	J/600/0840	2
202	Understanding the Active Leisure and Learning Sector	Y/600/1734	2
203	Understanding the employing organisation	D/600/1735	2
302	Understanding the Active Leisure and Learning Sector	F/600/1758	3
303	Understanding the employing organisation	R/600/1764	3

Unit 201

Understanding employment rights and responsibilities

Level: 2

Credit value: 2

Unit aims

This unit covers the knowledge and understanding that employees require concerning employment law and industry-specific legislation that apply to their jobs, key documents relating to their employment and employment procedures they should follow at work.

Learning outcomes

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

Outcome 1: Know their employment rights and responsibilities under the law

Outcome 2: Understand documents relevant to their employment

Outcome 3: Know key employment procedures at work.

Guided learning hours

It is recommended that **20** hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive, the Sector Skills Council for Active Leisure and Learning.

Assessment

This unit will be assessed by an online multiple-choice test.

Unit 201 **Understanding employment rights and responsibilities**

Outcome 1 Know their employment rights and responsibilities under the law

Underpinning knowledge

The candidate will be able to:

1. describe their **rights and responsibilities** in terms of:
 - contracts of employment
 - anti-discrimination legislation
 - working hours and holiday entitlements
 - sickness absence and sick pay
 - data protection
 - health and safety
2. outline the **rights and responsibilities of the employer**
3. describe the health and safety legal requirements relevant to their organisation
4. outline the implications of health and safety legal requirements for their own job role.

Range

Rights and responsibilities

Key legislation: Employment Rights Act, Working Time Regulations, Data Protection Act, Human Rights Act, Health and Safety at Work etc Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Manual Handling Regulations, Health and Safety at Work (First Aid) Regulations, Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH), Display Screen Equipment, Safeguarding of Vulnerable Groups Act, Children Act, discrimination legislation

Key rights: to be treated fairly and equally at work (pay, working hours), to be provided with a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable), adequate training, supervision, information and instruction, right to privacy, health and welfare

Key responsibilities: to treat others fairly and equally and respect the rights of others (colleagues, customers, employers), fulfil their legal duties and responsibilities, follow safe working practices, co-operate with employers, attend training, know when to seek advice and assistance

Rights and responsibilities of the employer

Key legislation: Employment Rights Act, Working Time Regulations, Data Protection Act, Human Rights Act, Health and Safety at Work etc Act (HASWA), Management of Health and Safety at Work Regulations (MHSWR), Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Manual Handling Regulations, Health and Safety at Work (First Aid) Regulations, Personal Protective Equipment (PPE), Control of Substances Hazardous to Health (COSHH), Display Screen Equipment, Safeguarding of Vulnerable Groups Act, Children Act, discrimination legislation

Key rights: employees to fulfil their contractual and legal duties and responsibilities and act in good faith, the co-operation of employees in terms of maintaining a safe working environment, attending training, taking responsibility for the health and safety of themselves and others

Key responsibility: to treat all employees in the workplace fairly and equally, provide a safe working environment (including safe systems of work where risks have been assessed and controlled as far as is reasonably practicable), provide adequate training in work time, supervision, information and instruction, respect the other's rights to privacy, duty to provide for the health and welfare of all employees, to comply with legislation

Unit 201

Understanding employment rights and responsibilities

Outcome 2

Understand documents relevant to their employment

Underpinning knowledge

The candidate will be able to:

1. explain the main terms and conditions of a contract of employment
2. outline the **content** and **purpose** of a job description
3. describe the types of **information** held on personnel records
4. describe **how to update information** held on personnel records
5. interpret the **information** shown on a pay slip or **other statement of earnings**.

Range

Content

Job title, department/section, main purpose, main tasks/duties, responsible for/responsible to, other duties and relevant information, knowledge and skills required, any special conditions

Purpose

Used in recruitment and selection process, summarises what an employer expects from the job holder, enables employers to produce an accurate person specification, provides key details for potential applicants, will assist in the process of attracting suitable applicants for a vacancy

Information

Statutory records: tax and national insurance, hours worked, holidays, pay, paid sickness, accident, injuries, diseases and dangerous occurrences

Organisational records: recruitment and selection, induction, training and career development (qualifications), sick pay, sick absence, discipline and grievance, termination of employment, equal opportunities

How to update information

Manually (eg card index system), electronically (computerised software package, updated by authorised person, confidentially, accurately, not disclosed without consent, securely kept on record for a specified period of time)

Information

Name and personal details, tax code, NI number, gross and net salary, deductions NI, income tax, pension and subscriptions (eg trade union), overtime, date wages credited to account

Other statement of earnings

P60, P45

Unit 201

Understanding employment rights and responsibilities

Outcome 3

Know key employment procedures at work

Underpinning knowledge

The candidate will be able to:

1. describe the procedures to follow if someone needs to take time off
2. describe the procedures to follow if there is a grievance
3. describe the procedures to follow if there is evidence of discrimination or bullying
4. identify **sources of information and advice** on employment issues
 - internal to their organisation
 - external to their organisation.

Range

Sources of information and advice

Internal: management, trade union representative, personnel manager, human resources department, intranet, organisational handbooks and policy documents

External: ACAS, Trade Union, Citizens Advice Bureau, HSE, Direct Gov and BERR (Department for Business and Enterprise & Regulatory Reform)

Unit 202

Understanding the Active Leisure and Learning Sector

Level: 2

Credit value: 2

Unit aims

This unit covers the knowledge that employees in the Active Leisure and Learning sector require concerning:

- the Active Leisure and Learning Sector
- the sub-sectors that make up Active Leisure and Learning
- information about the sub-sector in which the learner works
- career opportunities

Learning outcomes

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

Outcome 1: Know the key features of the Active Leisure and Learning sector

Outcome 2: Know the key features of the Active Leisure and Learning sub-sector in which they work

Outcome 3: Know employment and career opportunities in the Active Leisure and Learning sub-sector in which they work

Guided learning hours

It is recommended that **20** hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive, the Sector Skills Council for Active Leisure and Learning.

Assessment

This unit will be assessed by assignments

Unit 202 Understanding the Active Leisure and Learning Sector

Outcome 1 Know the key features of the Active Leisure and Learning sector

Underpinning knowledge

The candidate will be able to:

1. describe the **size and scope** of the Active Leisure and Learning sector
2. describe the **contribution** to society of the Active Leisure and Learning sector
3. outline the **role** of the Sector Skills Council for the Active Leisure and Learning sector
4. identify the main **sub-sectors** within the Active Leisure and Learning sector

Range

Size and scope

Number of facilities, number of customers (participants, spectators), number of employees (full, part-time, seasonal and volunteers), number and range of sport and leisure opportunities

Contribution

Social, health, financial

Role

To represent the sub-sectors of the Active Leisure and Learning Industry, National Occupational Standards (NOS), qualifications and training, career guidance, professional development

Sub-sectors

Sport and Recreation, Health and Fitness, Playwork, Outdoors, Caravans

Unit 202

Understanding the Active Leisure and Learning Sector

Outcome 2

Know the key features of the Active Leisure and Learning sub-sector in which they work

Underpinning knowledge

The candidate will be able to:

1. describe the composition of their sub-sector in terms of public, private and voluntary organisations
2. identify the size of their sub-sector in terms of employment and participation
3. outline the essential principles, values or codes of practice in their sub-sector
4. identify the roles of **key organisations** in their sub-sector, including any representative and regulatory bodies, trade unions and trade associations

Range

Key organisations

Consumer groups, professional bodies, user groups, service providers (public, private, voluntary)

Unit 202 Understanding the Active Leisure and Learning Sector

Outcome 3 Know employment and career opportunities in the Active Leisure and Learning sub-sector in which they work

Underpinning knowledge

The candidate will be able to:

1. identify **sources of information** on career progression, training and education
2. identify the main job roles within their sub-sector
3. identify potential career **pathways** in their sub-sector
4. identify the **key factors** that help people progress in their careers in the sub-sector
5. outline how people can transfer from one sub-sector to another

Range

Sources of information

Awarding bodies, career advisors, Connexions, HR/Personnel department, Internet, professional bodies, line manager, journals, trade magazines, Sector Skills Council (SkillsActive)

Pathways

Sub-sector specific, supervisory, management

Key factors

Personal qualities/development, work experience

Unit 203

Understanding the employing organisation

Level: 2

Credit value: 2

Unit aims

This unit covers the knowledge and understanding that employees require concerning:

- the aims, objectives and structure of their organisation
- the contribution they can make to the organisation's objectives
- opportunities for professional and career development in the organisation

Learning outcomes

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

Outcome 1: Know the structure of their organisation

Outcome 2: Know key aims and objectives of their organisation

Outcome 3: Understand their own contribution to the organisation's aims and objectives

Outcome 4: Know the opportunities for entry, professional development and progression within the organisation

Guided learning hours

It is recommended that **20** hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive, the Sector Skills Council for Active Leisure and Learning.

Assessment

This unit will be assessed by assignments

Unit 203

Understanding the employing organisation

Outcome 1

Know the structure of their organisation

Underpinning knowledge

The candidate will be able to:

1. identify the main functions in their organisation
2. describe how the main functions in their organisation are staffed and organised
3. describe lines of reporting in their organisation

Unit 203

Outcome 2

Understanding the employing organisation

Know key aims and objectives of their organisation

Underpinning knowledge

The candidate will be able to:

1. identify their organisation's key aims (for example, mission, core aims and values)
2. identify their organisation's **targets**

Range

Targets

Financial: growth, expansion, break even, maximum profit, reduce expenditure

Non-financial: health and safety, health and wellbeing, sport development, community development, public service, increased participation, inclusion (disability, race, age, gender, culture)

Unit 203

Outcome 3

Understanding the employing organisation

Understand their own contribution to the organisation's aims and objectives

Underpinning knowledge

The candidate will be able to:

1. identify the objectives of their job role
2. describe how objectives of their job role contribute to the organisation's key aims
3. describe how their own performance is **evaluated** and **developed**
4. describe how they can assist the **evaluation** and **development** of their own work.

Range

Evaluated/evaluation

Personal development review (PDR), observation, feedback, one-to-one's

Developed/development

Mentoring, shadowing

Unit 203

Outcome 4

Understanding the employing organisation

Know the opportunities for entry, professional development and progression within the organisation

Underpinning knowledge

The candidate will be able to:

1. outline the **importance** of continuing professional development
2. describe the organisation's processes for induction
3. describe the organisation's processes for **training** and **development**
4. identify the opportunities and **requirements** for their career progression in the organisation.

Range

Importance

Staff retention/motivation, customer satisfaction, efficiency/effectiveness

Training

In-house training, day release to college, work-based learning, distance learning, gaining qualifications, refresher course

Development

Work experience, job rotation, secondment, mentoring, shadowing, community engagement

Requirements

Qualifications, personal and technical skills, personal qualities, experience

Unit 302

Understanding the Active Leisure and Learning Sector

Level: 3

Credit value: 3

Unit aims

This unit covers the knowledge and understanding that employees in the Active Leisure and Learning sector require concerning:

- the Active Leisure and Learning Sector
- the sub-sectors that make up Active Leisure and Learning
- detailed information about the sub-sector in which the learner works
- career opportunities.

Learning outcomes

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

Outcome 1: Understand the key features of the Active Leisure and Learning sector

Outcome 2: Understand the key features of the Active Leisure and Learning sub-sector in which they work

Outcome 3: Understand employment and career opportunities in the Active Leisure and Learning sub-sector in which they work.

Guided learning hours

It is recommended that **30** hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive, the Sector Skills Council for Active Leisure and Learning.

Assessment

This unit will be assessed by assignments

Unit 302 Understanding the Active Leisure and Learning Sector

Outcome 1 Understand the key features of the Active Leisure and Learning sector

Underpinning knowledge

The candidate will be able to:

1. describe the Active Leisure and Learning sector's **scope and size**
2. explain the **contribution** that the Active Leisure and Learning sector makes to the economy and society
3. explain the **role** of the Sector Skills Council responsible for the Active Leisure and Learning sector
4. define the main **sub-sectors** within the Active Leisure and Learning sector.

Range

Scope and size

Number of facilities, number of customers (participants, spectators), number of employees (full, part-time, seasonal and volunteers), number and range of sport and leisure opportunities

Contribution

Social, health, financial

Role

To represent the sub-sectors of the Active Leisure and Learning Industry, National Occupational Standards (NOS), qualifications and training, career guidance, professional development

Sub-sectors

Sport and Recreation, Health and Fitness, Playwork, Outdoors, Caravans

Unit 302

Understanding the Active Leisure and Learning Sector

Outcome 2

Understand the key features of the Active Leisure and Learning sub-sector in which they work

Underpinning knowledge

The candidate will be able to:

1. describe the composition of their sub-sector in terms of public, private and voluntary organisations
2. analyse the size of their sub-sector in terms of employment and participation
3. interpret the economic and social value of their sub-sector
4. explain **factors** causing change in their sub-sector
5. explain the essential principles, values or codes of practice in their sub-sector
6. describe the **roles** of **key organisations** in their sub-sector, including any representative and regulatory bodies, trade unions and trade associations
7. explain the links their sub-sector has with other industries.

Range

Factors

Eg economy, government, media

Roles

Education and training, setting and enforcement of industry standards, awarding, marketing promotion, sharing best practice, providing information and advice, research, inspection, consumer protection

Key organisations

Consumer groups, professional bodies, user groups, service providers (public, private, voluntary)

Unit 302

Understanding the Active Leisure and Learning Sector

Outcome 3

Understand employment and career opportunities in the Active Leisure and Learning sub-sector in which they work

Underpinning knowledge

The candidate will be able to:

1. identify **sources of information** on career progression, training and education
2. describe the main job roles within their sub-sector
3. describe potential career **pathways** in their sub-sector
4. identify what is required to progress in their sub-sector in terms of qualifications, **skills** and knowledge, experience and **personal qualities**
5. explain how **skills** and knowledge acquired in their sub-sector could relate to job opportunities elsewhere

Range

Sources of information

Awarding bodies, careers advisors, Connexions, HR/Personnel department, Internet, professional bodies, line manager, journals, trade magazines, Sector Skills Council (SkillsActive)

Pathways

Sub-sector specific, supervisory, management

Skills

Team-work, technical, communication, listening, interpersonal, social, organisational, leadership

Personal qualities

Customer-focus, reliability, discipline, commitment, motivation, presentable, friendly and approachable, initiative, leadership

Unit 303

Understanding the employing organisation

Level: 3

Credit value: 3

Unit aims

This unit covers the knowledge and understanding that employees require concerning:

- the aims, objectives and structure of their organisation
- the contribution they can make to the organisation's objectives
- opportunities for professional and career development in the organisation

Learning outcomes

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

Outcome 1: Understand the structure of their organisation

Outcome 2: Understand key aims and objectives of their organisation

Outcome 3: Understand their own contribution to their organisation's key aims and objectives

Outcome 4: Understand the opportunities for entry, professional development and progression within their organisation

Guided learning hours

It is recommended that **30** hours should be allocated for this unit.

Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by SkillsActive, the Sector Skills Council for Active Leisure and Learning.

Assessment

This unit will be assessed by assignments

Unit 303

Understanding the employing organisation

Outcome 1

Understand the structure of their organisation

Underpinning knowledge

The candidate will be able to:

1. describe the main functions in their organisation
2. describe how the main functions in their organisation are staffed and organised
3. describe the communication channels in their organisation
4. describe the lines of control and accountability in their organisation

Unit 303

Outcome 2

Understanding the employing organisation

Understand key aims and objectives of their organisation

Underpinning knowledge

The candidate will be able to:

1. explain the **importance** of an organisation having a business plan
2. describe their organisation's key aims and objectives (for example, mission, core aims and values)
3. describe how their organisation **measures** achievement of key aims and objectives
4. identify their organisation's **key performance indicators**

Range

Importance

Communication with stakeholders, clear focus and direction, aids planning, assisting in monitoring performance

Measures

Eg survey, stakeholder meeting, business/action plan

Key performance indicators

Financial: growth, expansion, break even, maximum profit, reduce expenditure

Non-financial: health and safety, health and wellbeing, sport development, community development, public service, increased participation, inclusion (disability, race, age, gender, culture)

Unit 303

Outcome 3

Understanding the employing organisation

Understand their own contribution to their organisation's key aims and objectives

Underpinning knowledge

The candidate will be able to:

1. evaluate the **importance** of an organisation managing the performance of its staff
2. describe the objectives of their job role
3. explain how the objectives of their job role contribute to the organisation's key aims and objectives
4. explain how their own performance is **evaluated** and **developed**
5. analyse the contribution they can make to the **evaluation** and **development** of their performance

Range

Importance

Staff retention/motivation, efficiency/effectiveness

Evaluated/evaluation

Personal development review (PDR), observation, feedback, one-to-one's

Developed/development

Mentoring, shadowing

Unit 303

Understanding the employing organisation

Outcome 4

Understand the opportunities for entry, professional development and progression within their organisation

Underpinning knowledge

The candidate will be able to:

1. explain the **importance** of continuing professional development
2. evaluate the organisation's processes for recruitment
3. evaluate the organisation's processes for induction
4. evaluate the organisation's processes for **training** and **development**
5. evaluate the opportunities and **requirements** for career progression for staff within their organisation.

Range

Importance

Staff retention/motivation, customer satisfaction, efficiency/effectiveness

Training

In-house training, day release to college, work-based learning, distance learning, gaining qualifications, refresher course

Development

Work experience, job rotation, secondment, mentoring, shadowing, community engagement

Requirements

Qualifications, personal and technical skills, personal qualities, experience

4 Assessment

4.1 Summary of assessment methods

For these qualifications, candidates will be required to complete the following assessments:

Unit No.	Title	Assessment Method	Where to obtain assessment materials
201	Understanding employment rights and responsibilities	<p>City & Guilds GOLA Online multiple choice test</p> <p>The assessment covers all of the knowledge outcomes.</p>	<p>N/A</p> <p>Examinations provided on GOLA.</p>
202	Understanding the Active Leisure and Learning Sector	<p>Assignment 4835-202</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, internally marked and externally verified.</p>	<p>Assessment Pack</p> <p>Stock code: EN-4835-02</p>
203	Understanding the employing organisation	<p>Assignment 4835-203</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, internally marked and externally verified.</p>	<p>Assessment Pack</p> <p>Stock code: EN-4835-02</p>
302	Understanding the Active Leisure and Learning Sector	<p>Assignment 4835-302</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, internally marked and externally verified.</p>	<p>Assessment Pack</p> <p>Stock code: EN-4835-02</p>

Unit No.	Title	Assessment Method	Where to obtain assessment materials
303	Understanding the employing organisation	<p>Assignment 4835-303</p> <p>The assessment covers the practical activities for all outcomes and will also sample underpinning knowledge to verify coverage of the unit.</p> <p>Externally set assignment, internally marked and externally verified.</p>	<p>Assessment Pack</p> <p>Stock code: EN-4835-02</p>

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Recording forms

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of *Recording forms* including examples of completed forms, for new and existing centres to use as appropriate.

Although it is expected that new centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website, www.cityandguilds.com

5 Course design and delivery

5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualification they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualification they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website, www.cityandguilds.com

5 Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualification.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the National Occupational Standards.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualification.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that candidates meet requirements of all units/qualifications. For example, units within a QCF qualification may be similar in content to units in the NQF qualification which the candidate may have already undertaken and this may present opportunities for APL.

These qualifications have replaced the:

- Level 2 Certificate in Industry and Organisational Awareness (4851-12)
- Level 3 Certificate in Industry and Organisational Awareness (4851-13)

Key skills (England, Wales and Northern Ireland)

The qualification provides opportunities to gather evidence for the accreditation of Key/Core skills as shown in the table below. However, to gain Key/Core Skills certification the Key/Core Skills would need to be taken as additional qualifications.

Unit number/ and title	Communication	Application of number	Information technology
201	✓		✓
202	✓		✓
203	✓	✓	✓
302	✓		✓
303	✓	✓	✓

Unit number/ and title	Problem solving	Improving own learning and performance	Working with others
201	✓	✓	✓
202		✓	✓
203	✓	✓	✓
302		✓	✓
303	✓	✓	✓

Appendix 2 The wider curriculum

Candidates taking this Award may also have the opportunity to cover the following aspects of the wider curriculum.

Identification of opportunities for evidence generation of moral, ethical, spiritual, European dimension, environmental education and health and safety

Unit number/ and title	Spiritual, moral, ethical, social and cultural	European development	Environmental education	Health and safety
201	✓			✓
202	✓			✓
203	✓			✓
302	✓			✓
303	✓			✓

Appendix 3 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Providing City & Guilds Qualifications – A Guide to Centre and Qualification Approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- the centre and qualification approval process and forms
- assessment, verification and examination roles at the centre
- registration and certification of candidates
- non-compliance
- complaints and appeals
- equal opportunities
- data protection
- frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- management systems
- maintaining records
- assessment
- internal verification and quality assurance
- external verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

City & Guilds
Skills for a brighter future



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Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)20 7294 2800 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none">• General qualification information
International learners	T: +44 (0)20 7294 2885 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com	<ul style="list-style-type: none">• General qualification information
Centres	T: +44 (0)20 7294 2787 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)20 7294 8080 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)20 7294 2885 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)20 7294 2840 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none">• Re-issue of password or username• Technical problems• Entries• Results• GOLLA• 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)20 7294 2850 F: +44 (0)20 7294 3387	<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**

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