Preparation for Life and Work

all you need to know.

Qualification Specification

NCFE Level 1 Award in Employability Skills (601/4680/1)

NCFE Level 1 Certificate in Employability Skills (601/4681/3)

Version 7.2 January 2020

Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 7 August 2018).

Version	Publication Date	Summary of amendments
v7.1	September 2019	Section 2, Unit 05, incorrect credit value attributed in this part of the specification – amended from 1 to 2. Some corrections to formatting throughout the document.
v7.2	January 2020	p.16, Section 1, information added regarding the wellbeing and safeguarding of learners.

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Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Award in Employability Skills or the NCFE Level 1 Certificate in Employability Skills.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on our website www.ncfe.org.uk.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Employability Skills or NCFE Level 1 Certificate in Employability Skills.

Things you need to know

NCFE Level 1 Award in Employability Skills

Qualification number (QN)	**601/4680/1**
Aim reference	6014680/1
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	36
Credit value	6
Level	1
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

NCFE Level 1 Certificate in Employability Skills

Qualification number (QN)	**601/4681/3**
Aim reference	60146813
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	90
Credit value	15
Level	1
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are

NCFE Level 1 Award in Employability Skills 60146801
NCFE Level 1 Certificate in Employability Skills 60146813

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification purpose

These qualifications are designed to prepare learners to enter the world of work.

Qualification objectives

The objectives of these qualifications are to help learners to:

- develop and enhance skills required for the working environment
- develop learners' confidence for employment and motivation
- improve communication skills and personal effectiveness
- provide a basis for further study

Achieving these qualifications

To be awarded the NCFE Level 1 Award in Employability Skills, learners are required to achieve 6 credits as follows:

- 2 credits from Group A
- a minimum of 2 credits from Group B
- the remaining credits can be taken from Group B or C.

To be awarded the NCFE Level 1 Certificate in Employability Skills, learners are required to achieve 15 credits as follows:

- 2 credits from Group A
- the remaining credits can come from Group B or Group C (maximum of 7 credits from Group C).

Group A mandatory unit

Unit No	Unit title	Credit
Unit 01	Understanding mindset	2

Group B optional units

The optional units are grouped in 'clusters' to make selection easier, however, units can be taken from any group and don't need to be from the same 'cluster'.

Work awareness cluster

Unit No	Unit title	Credit
Unit 02	Understanding your customers	1
Unit 03	Understanding motivation	1
Unit 04	Dealing with your first days at work	1
Unit 05	Business and customer awareness	2

Self-improvement and personal effectiveness for work cluster

Unit No	Unit title	Credit
Unit 06	Setting yourself targets	1
Unit 07	Managing your time	2
Unit 08	Handling information at work	1
Unit 09	How to keep improving	1
Unit 10	Presenting information	2
Unit 11	Developing assertiveness	1
Unit 12	Introduction to independence	1

Problems and solutions cluster

Unit No	Unit title	Credit
Unit 13	Problem solving at work	2
Unit 14	Creative thinking	1
Unit 15	Coping with change	1
Unit 16	Taking part in a project	2
Unit 17	ICT for employment	2

Taking responsibility cluster

Unit No	Unit title	Credit
Unit 18	Identifying processes and procedures at work	1
Unit 19	Following instructions	1
Unit 20	Understanding personal finance	2
Unit 21	Tackling number problems	2

Working with others cluster

Unit No	Unit title	Credit
Unit 22	Working in a team	2
Unit 23	Working with colleagues	1
Unit 24	Being managed by others	1
Unit 25	Using social media in the workplace	3
Unit 26	Using online collaborative workplace tools	2
Unit 27	Using telephones in the workplace	2
Unit 28	Understanding conflict at work	1
Unit 29	Meetings in the workplace	2

Preparing for work cluster

Unit No	Unit title	Credit
Unit 30	Job and training search skills	1
Unit 31	Job application skills	1
Unit 32	Interview skills	1
Unit 33	Writing a CV	2
Unit 34	Being safe and healthy at work	2
Unit 35	Health and well-being in the workplace	2
Unit 36	Disclosing an offence	1

Group C optional units (level 2 units)

Unit No	Unit title	Credit
Unit 37	Working with colleagues	1
Unit 38	ICT for employment	2
Unit 39	Job search skills	1
Unit 40	Dealing with your first days at work	1
Unit 41	Following instructions	1
Unit 42	How to keep improving	2
Unit 43	Working in the community as a volunteer	2

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 86).

To achieve the NCFE Level 1 Award or Level 1 Certificate in Employability Skills learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in these qualifications specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

These qualifications have stand-alone unit programmes that are available for individual registration. Please visit www.ncfe.org.uk/units for further information.

Essential skills

While completing these qualifications, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Barred units, equivalencies and exemptions

These qualifications contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Unit	Barred against
Working with colleagues (A/502/3571)	Working with colleagues (L/502/3610)
ICT for employment (D/502/3563)	ICT for employment (M/502/3602)
Job search skills (D/502/3577)	Job and training search skills (D/502/3613)
Dealing with your first days at work (R/502/3589)	Dealing with your first days at work J/502/3539)
Following instructions (F/502/3605)	Following instructions (K/502/3565)
How to keep improving(R/502/3544)	How to keep improving (R/502/3592)

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

These qualifications are a short introduction for anyone prepearing to enter the world of work. They are also suitable for anyone already working who wishes to formalise and further develop their existing experience and skills. These qualifications are also suitable for learners undertaking larger programmes of study in related industries (healthcare, sport etc). In addition, these qualifications provides a basis for those who may wish to progress to further study and development.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved an Entry Level 3 qualification.

These qualifications are suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications. Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve these qualifications could progress to:

- NCFE Level 2 Award or Certificate in Employability Skills
- NCFE Level 2 Diploma in Business Administration
- NCFE Level 2 Diploma in Team Leading
- employment in a wide range of sectors.

They may also be useful to learners studying qualifications in the following sectors:

- business
- customer service
- team leading and management.

Learners can progress from an Award to a Certificate, but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Staff could be a member of one or more relevant professional bodies, including:

- Chartered Institute of Personnel Development (CIPD)
- Career Development Institute (CDI)
- Chartered Institute of Educational Assessors (CIEA).

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our website www.ncfe.org.uk. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our website www.ncfe.org.uk or can be requested from the Customer Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Customer Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8000 or email service@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our website here: www.ncfe.org.uk/media/828461/reasonable-adjustments-and-special-considerations-policy-2017.pdf

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current fees and pricing guide is available on our website at www.ncfe.org.uk.

Useful websites

Centres may find the following website(s) helpful for materials and resources to assist with the delivery of this qualification:

- www.totaljobs.com
- www.pertemps.co.uk
- www.fish4.co.uk
- www.bis.gov.uk

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- Types of evidence information (including types of evidence for internal assessment/assessment guidance)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Understanding mindset (J/506/7234)

Unit summary	This unit aims to provide learners with an understanding of how employability can be affected by their mindset, focusing on the key qualities sought by employers.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

1. Understand how mindset can improve employability

The learner can:

1.1 State what mindset qualities are attractive to employers
1.2 Identify what qualities they already have
1.3 Outline why honesty, commitment, flexibility and accountability are key qualities to employers
1.4 Give examples of when they have been honest, committed, flexible and accountable
1.5 Outline how own mindset qualities could affect their employability
1.6 Identify actions to improve own mindset qualities

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 02 Understanding your customers (J/502/3590)

Unit summary	In this unit learners will be introduced to identifying and understanding customer needs within different straightforward contexts. This unit will cover identifying who customers might be (both within the organisation as well as external customers), what they would want as customers and what their customers might want.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Be able to identify customer needs

The learner can:

1.1 Identify own needs as a customer
1.2 Give 3 examples of customer needs within a straightforward context

Learning outcome 2

The learner will:

2 Understand and demonstrate appropriate customer care

The learner can:

2.1 Give 3 examples of appropriate customer care
2.2 Use appropriate customer care within a familiar setting based on identified customer needs

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 03 Understanding motivation (L/502/3591)

Unit summary	In this unit learners will be introduced to an exploration of motivation in a work context. This unit will cover what motivates or demotivates people and the impact this can have and how motivation can be influenced by colleagues, home life, career prospects and expectations.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Recognise key motivators and de-motivators that impact on work situations

The learner can:

1.1 Identify what motivates or de-motivates them within a work situation
1.2 Identify what impact this might have on their work situation

Learning outcome 2

The learner will:

2. Understand how motivated and de-motivated people can influence a place of work

The learner can:

2.1 Give 2 examples of how motivated people can have a positive impact on the place of work
2.2 Give 2 examples of how de-motivated people can have a negative impact on the place of work

Types of evidence
Evidence could include • workbook, questioning • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 04 Dealing with your first days at work (R/502/3589)

Unit summary	This unit aims to prepare a learner for their first few days at work and covers the importance of first impressions, understanding where they fit with others and in the organisation, and who they have to work with and report to. It covers what might be included in an induction process.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand what might be included within an induction process

The learner can:

1.1 Identify what might be included within a straightforward induction process
1.2 State why these are included in an induction process

Learning outcome 2

The learner will:

2. Understand how they can get the most from induction

The learner can:

2.1 Give 3 examples of how the induction process will help them during their first few days at work
2.2 State why these would help them

Learning outcome 3

The learner will:

3. Understand how to use additional support and advice available

The learner can:

3.1 Identify additional support and advice that might be available eg:
- peer mentor
- staff handbook or intranet

3.2 Give 3 examples of how this support could help them during their first days at work

Unit 04 Dealing with your first days at work (R/502/3589) cont'd

Learning outcome 4

The learner will:

4. Understand the importance of first impressions

The learner can:

4.1 Give 3 examples of what they would do during the first few days of work to create a positive first impression and why, including:
- appropriate dress
- punctuality and good timekeeping
- listening carefully and checking understanding

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 05 Business and customer awareness (T/502/3584)

Unit summary	This unit will introduce learners to some of the key aspects of working life, eg what it means to be an employee. The unit is introduced in direct response to Confederation of British Industry (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.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

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

The learner can:

1.1 Identify the main areas of business for 3 different types of organisation in their local area, at least one of which must be a national organisation
1.2 Identify the types of customer for one local and one national organisation identified

Learning outcome 2

The learner will:

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

The learner can:

2.1 Give 2 examples of particular attitudes employers might require from their staff in different situations
2.2 State why these attitudes are important to the employer and the business or organisation

Unit 05 Business and customer awareness (T/502/3584) cont'd

Learning outcome 3

The learner will:

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

The learner can:

3.1 Identify activities they have undertaken that would meet an employer's expectations
3.2 Identify the attitudes they have

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • simulated activity • observation • evidence from others

Unit 06 Setting yourself targets (H/502/3595)

Unit summary	This unit introduces learners to informal and formal target setting in the workplace. It will cover why and how targets are set as part of formal appraisal systems and how and why they might want to set personal targets.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand why target setting is important in a place of work

The learner can:

1.1 Describe how targets are used by people who manage them
1.2 Give an example of the use of target setting as part of an informal process
1.3 Give an example of the use of target setting as part of a formal process like a personal review

Learning outcome 2

The learner will:

2. Know how to set and review realistic targets

The learner can:

2.1 Set personal targets with support from an appropriate person, eg a supervisor, which are:
- challenging
- realistic
- achievable

2.2 Work towards and review personal targets, with support from an appropriate person, eg a supervisor

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies

Unit 07 Managing your time (K/502/3596)

Unit summary	This unit introduces learners to timekeeping as well as time management. It covers developing a sense of responsibility and control when it comes to time, how to work with appropriate people (eg supervisor) to identify priorities, how to identify when support might be needed and who to ask. The unit will look at why punctuality, reliability and the need for preparation are important in the workplace.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Understand and demonstrate how time can be managed and plan own work activity

The learner can:

1.1 Give 2 examples of how time can be managed in a place of work
1.2 Review own time management and identify areas where they could improve
1.3 Plan own work activity, with appropriate support from others
1.4 Carry out a work activity within planned timescale

Learning outcome 2

The learner will:

2. Know how to access support when experiencing time management problems

The learner can:

2.1 Describe 2 different time-related problems that can lead to disruption in a place of work
2.2 Identify where they can access support when they run into difficulties with time management

Unit 07 Managing your time (K/502/3596) cont'd

Learning outcome 3

The learner will:

3. Understand why punctuality and reliability are important in the place of work

The learner can:

3.1 Give 2 examples of why punctuality is important in the place of work, identifying the consequences of not being punctual
3.2 Identify what is meant by reliability in each of the following
- work-related contexts:
- production
- customer service

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 08 Handling information at work (M/502/3597)

Unit summary	This unit will introduce learners to the type of information they might need to handle at work, covering issues of data protection, security, and confidentiality relating to verbal, written and ICT-based information.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Know the key issues when handling data in the place of work

The learner can:

1.1 Provide a basic description of 2 of the following in relation to data handling:
- data protection
- confidentiality
- security

1.2 Give an example of why failing to consider one of these can cause a problem

Learning outcome 2

The learner will:

2. Know how to adhere to work-based information-handling procedures

The learner can:

2.1 Identify the information-handling procedures for a particular work role

2.2 Carry out at least 2 work-related activities demonstrating they can adhere to information handling procedures that relate to the activities, including:
- verbal
- written
- ICT-based information

Unit 08 Handling information at work (M/502/3597) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 09 How to keep improving (R/502/3592)

Unit summary	In this unit learners will be introduced to the concept of ongoing self-improvement at work. The unit covers the link between individual self-improvement and business/organisation need for improvement in a competitive environment, improvement for progression or promotion at work and for being responsive to new demands at work.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Know how to do a basic appraisal of own learning and development needs for a work role

The learner can:

1.1 Identify the type of basic criteria that are relevant when measuring their own learning and development needs
1.2 Use straightforward criteria to identify their own learning and development needs for a current or potential role

Learning outcome 2

The learner will:

2. Recognise the link between their development and improvement at work

The learner can:

2.1 Give examples of how their own development links to business improvement in 2 of the following 3 areas:
- improved customer service
- improved products
- cutting costs

Unit 09 How to keep improving (R/502/3592) cont'd

Learning outcome 3

The learner will:

3. Recognise how their own improvement can prepare them for new demands at work

The learner can:

3.1 Give examples of how their own improvement can prepare them for new opportunities and challenges at work in 2 of the following 3 areas:
- increased responsibility
- change in role
- working with new people

A level 2 unit with similar content is also available as part of these qualifications – see Unit 42 How to keep improving (R/502/3544).

Learners can only take this unit or the level 2 unit (R/502/3544) as they are barred against each other.

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • individual learning plan with suitable annotations or supporting notes.

Unit 10 Presenting information (Y/502/3593)

Unit summary	This unit introduces different types of information used at work and covers topics such as presenting information in different formats depending on purpose and audience, data presentation and use of ICT within the context of presenting work-based information.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Recognise the intended audience and the purpose of information presented at work

The learner can:

1.1 Give 2 examples of the type of information that can circulate in a place of work
1.2 Describe how each piece of information is presented in a way that suits its audience
1.3 Describe how each piece of information is presented in a way that suits its purpose

Learning outcome 2

The learner will:

2. Know how to collect and present work-related data

The learner can:

2.1 Collect straightforward data from 2 work-related sources
2.2 Present the data in a format suitable for the audience and purpose, which includes the use of ICT

Types of evidence
Evidence could include • reflective account/diar • projects or assignments • case studies • short response test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • annotated source documents and supporting notes

Unit 11 Developing assertiveness (H/506/8777)

Unit summary	The aim of this unit is to help the learner understand what assertiveness is and how to be assertive.
Credit value	1
Guided learning hours	7
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand what assertiveness is

The learner can:

1.1 Explain assertiveness
1.2 Describe the terms:
- passive
- aggressive

Learning outcome 2

2. Understand how to be assertive

The learner can:

2.1 List benefits of being assertive
2.2 Identify a situation where assertiveness could be used to achieve a desired outcome
2.3 Give examples of assertive behaviour
2.4 Explain the importance of self-control when being assertive

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others

Unit 12 Introduction to independence (K/506/8778)

Unit summary	The aim of this unit is to develop the learner's understanding of the term 'independence'.
Credit value	1
Guided learning hours	7
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand what the term 'independence' means

The learner can:

1.1 Explain the term 'independence'
1.2 Give examples of working independently

Learning outcome 2

The learner will:

2. Understand how an individual becomes independent

The learner can:

2.1 Identify situations where own independence could be developed
2.2 Give examples of sources of support in relation to developing independence

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • record of discussion (written or audio)

Unit 13 Problem solving at work (A/502/3585)

Unit summary	This unit will introduce learners to problem solving in a work context, recognising and moving current understanding of problem solving in a home, education or social situation into a work environment. The unit covers the different types of problem learners might encounter in the place of work, applying problem-solving techniques and identifying solutions.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand the different types of problems they might encounter in a place of work

The learner can:

1.1 Identify the different types of problem they could encounter in a place of work relating to:
- people
- tasks
- resources

Learning outcome 2

The learner will:

2. Understand how problems can be solved

The learner can:

2.1 Identify appropriate ways to come up with solutions for a straightforward problem

Unit 13 Problem solving at work (A/502/3585) cont'd

Learning outcome 3

The learner will:

3. Know how to recognise possible solutions to a specific problem

The learner can:

3.1 Demonstrate use of appropriate methods to create solutions for a straightforward problem
3.2 Decide what solution represents the best option, giving one reason why this is the case

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from peers, manager or supervisor

Unit 14 Creative thinking (A/502/3599)

Unit summary	This unit will introduce the concept of creative thinking in the place of work. It will cover what creative thinking might be, when creative thinking is appropriate and when it isn't, why creative thinkers are needed in the place of work and how this might be viewed by others. It will also introduce some tools that can develop and support creative thinking.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Recognise creative thinking and understand why it might or might not be appropriate in different work contexts

The learner can:

1.1 Identify what is meant by creative thinking
1.2 Give an example of how creative thinking can be positive within the place of work
1.3 Give an example of when creative thinking might be inappropriate in the place of work

Learning outcome 2

The learner will:

2. Know how to use tools to come up with a creative idea

The learner can:

2.1 List 3 different ways to encourage creative thinking and come up with an idea
2.2 Use one of these ways to come up with a creative idea for a place of work

Unit 14 Creative thinking (A/502/3599) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 15 Coping with change (T/502/3598)

Unit summary	This unit will support learners to identify why things can change at work and the different types of change. It will cover their own reactions to change and the reaction of others, mechanisms for coping with change and how to help themselves and others in times of change.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand why change can happen in the place of work

The learner can:

1.1 Give an example of the different types of change that can happen in the place of work for each of the following:
- planned change
- unplanned change

1.2 Give 3 examples of why change happens in the place of work

Learning outcome 2

The learner will:

2. Understand people's reactions to change and know about the tools/methods that might help them and others cope with change

The learner can:

2.1 Identify the different stages within a change process
2.2 Give 2 examples of how people might react to change at different points within the process
2.3 Give 2 examples of tools or methods which might help them or others cope with change

Types of evidence
Evidence could include • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation

Unit 16 Taking part in a project (K/502/3601)

Unit summary	This unit introduces learners to project work. It covers the nature of project work and projects at work and the roles of people and processes.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand what a project is

The learner can:

1.1 Give a straightforward definition of what a project is, showing that they know it:
- is time bound
- has specific objectives

Learning outcome 2

The learner will:

2. Understand own role and the role of others when taking part in a project

The learner can:

2.1 Identify the different roles within a project
2.2 Identify own role within a project

Learning outcome 3

The learner will:

3. Demonstrate taking responsibility for completing tasks

The learner can:

3.1 Clarify what their responsibilities are within a project
3.2 Complete defined tasks within a straightforward work-related project
3.3 Seek support and assistance from an appropriate person, if necessary
3.4 Think about how they carried out their responsibilities and identify where they could improve

Unit 16 Taking part in a project (K/502/3601) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 17 ICT for employment (M/502/3602)

Unit summary	This unit is focused on how ICT is used in the place of work. The unit looks at computers and other technology commonly found in the place of work and explores the skills needed to use these.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Be able to appreciate their own technology skills and recognise how their experience meets the ICT skills need in different job roles

The learner can:

1.1 Identify the technology skills needed to work in 2 job roles that interest them
1.2 Recognise how their own ICT skills and familiarity with technology compares with the different technology used in the job roles chosen
1.3 Identify how they could develop their skills and experience further to help improve their chances of potentially working in their chosen job roles

Learning outcome 2

The learner will:

2. Know how to use a range of ICT equipment safely and how to use software commonly found in a work situation

The learner can:

2.1 Demonstrate safe and appropriate use of:
- a photocopier
- computer and printer

2.2 Demonstrate the ability to create a simple word processing document that is appropriately titled, saved and printed out
2.3 Demonstrate the ability to use email (or webmail) effectively, including being able to:
- send email
- open an email and respond appropriately

Unit 17 ICT for employment (M/502/3602) cont'd

A level 2 unit with similar content is also available as part of these qualifications - see Unit 38 ICT for employment (D/502/3563).

Learners can only take this unit or the level 2 unit (D/502/3563) as they are barred against each other.

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 18 Identifying processes and procedures at work (A/502/3604)

Unit summary	This unit introduces learners to why processes and procedures are needed and used in the place of work. It covers how a process might be developed and why procedures are needed to support it. It covers what might happen when employees don't fully understand or follow procedures.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Recognise processes and procedures commonly used in the workplace

The learner can:

1.1 Give 2 examples of processes and procedures commonly used in the workplace

Learning outcome 2

The learner will:

2. Understand and demonstrate activity for a work-based process and the procedures that might be needed to support it

The learner can:

2.1 Complete a straightforward work-based process
2.2 Identify the different stages of the process and the procedures used
2.3 State why it is important to follow these procedures and what might happen if they don't

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation

Unit 19 Following instructions (F/502/3605)

Unit summary	This unit introduces learners to circumstances and contexts when following instructions in the place of work is an important skill. It covers active listening skills, confirming/clarifying understanding of verbal instructions, following written instructions, understanding when it might not be appropriate or safe to follow the instructions of others and how to deal with this.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1 Know how to use active listening skills and questioning techniques to clarify understanding

The learner can:

1.1 Use active listening skills and questioning techniques to clarify understanding of a straightforward activity

Learning outcome 2

The learner will:

2. Know how to follow written instructions

The learner can:

2.1 Complete a straightforward work-based activity following written instructions
2.2 Give 3 examples of when following instructions and/or not following instructions can be unsafe, and why

A level 2 unit with similar content is also available as part of these qualifications - see Unit 41 Following instructions (K/502/3565).

Learners can only take this unit or the level 2 unit (K/502/3565) as they are barred against each other.

Unit 19 Following instructions (F/502/3605) cont'd

Types of evidence
Evidence could include • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • witness testimonies from manager or supervisor

Unit 20 Understanding personal finance (J/502/3606)

Unit summary	This unit introduces aspects of personal finance linked to the work environment. It covers understanding and checking your payslip, what deductions might be made and why, how wages/salaries are paid and how to manage budget to cover work-related expenses, eg travel.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand the difference between gross and net pay and the deductions made on a payslip

The learner can:

1.1 Add, subtract, multiply and divide work-based sums of money and record the answers appropriately
1.2 Identify the total gross amount to be paid to them
1.3 Identify the deductions made from a payslip
1.4 Say what these deductions are for and what represents the biggest deduction
1.5 Identify the net amount of pay
1.6 Round numbers to the nearest pound and compare the deductions and net pay using an appropriate graphical method
1.7 Check their calculations for accuracy

Learning outcome 2

The learner will:

2. Know how to create a budget to cover work-related expenses

The learner can:

2.1 Draw up a budget plan to manage work-related expenses over a 5-day period
2.2 Represent their total expenditure as a percentage of their income, rounding numbers to the nearest pound
2.3 Check their calculations for accuracy

Unit 20 Understanding personal finance (J/502/3606) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 21 Tackling number problems (R/502/3608)

Unit summary	This unit looks at some of the basic arithmetical computations that are common to most places of work and looks to show why these are relevant and important skills to have. In essence, the unit looks to go over the numeracy associated with whole numbers and common measures.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Demonstrate accurate completion of work-based tasks and activities involving the use of mathematical processes and units of measurement

The learner can:

1.1 Read, write, order and compare numbers taken from work- based material
1.2 Read, measure and record time in common date formats and in 12-hour and 24-hour clock
1.3 Calculate using time
1.4 Work out simple ratios and direct proportions
1.5 Check calculations for accuracy and estimate to check that answers are reasonable

Learning outcome 2

The learner will:

2. Know how to observe/obtain and record data in an appropriate way using appropriate tools

The learner can:

2.1 Extract and interpret data from diagrams, tables and graphs taken from real-life work-based resources
2.2 Collect, organise and represent discrete data using graphical methods
2.3 Present graphical information correctly, showing accurate use of:
- titling
- axis
- scale

Unit 21 Tackling number problems (R/502/3608) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 22 Working in a team (F/502/3586)

Unit summary	Learners will be introduced to some of the basic skills needed to work in a team in a work context. The unit will cover how teams work, recognising own strengths in contributing to a team and the contributions of others and understanding team goals.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand the characteristics of good team working

The learner can:

1.1 Identify 2 characteristics of a good team
1.2 Give a reason why each of these characteristics improves team performance

Learning outcome 2

The learner will:

2. Understand and demonstrate own strengths and role in a team

The learner can:

2.1 Identify own strengths and role within a team
2.2 Give an example of using own strengths within a team

Learning outcome 3

The learner will:

3. Be able to recognise and value the contribution made by others in a team

The learner can:

3.1 Identify the strengths others can bring to a team
3.2 Give real examples of the contribution made by others in a team

Unit 22 Working in a team (F/502/3586) cont'd

Learning outcome 4

The learner will:

4. Be able to participate in a team

The learner can:

4.1 Identify the goals that a particular team they are a member of has set
4.2 Carry out their own role and responsibilities within their team effectively
4.3 Be supportive of other team members
4.4 Be receptive to others' views within the team
4.5 Review their own performance in the team and suggest ways they can improve in future

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • case studies • short response test • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 23 Working with colleagues (L/502/3610)

Unit summary	This unit introduces the importance of maintaining good working relationships in the place of work. The unit is not concerned with team working as such but rather looks to address what it is like to function in a working environment occupied by different types of people. The unit will cover the communication techniques and skills required and look at how to thrive in this type of environment.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Know how to work with colleagues in a courteous, respectful and supportive manner

The learner can:

1.1 Identify situations when they will need to work with different people who are not part of their immediate team in their place of work
1.2 Identify why it might be different working with these people, giving 3 examples
1.3 Use appropriate communication skills and techniques to work collaboratively with someone not in their immediate team
1.4 Demonstrate that they can be respectful of colleagues
1.5 Demonstrate that they can be supportive of their colleagues' thoughts, opinions and contributions
1.6 Recognise and respect their colleagues' diversity, individual differences and points of view

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A level 2 unit with similar content is also available as part of these qualifications – see Unit 37 Working with colleagues (A/502/3571).

Learners can only take this unit or the level 2 unit (A/502/3571) as they are barred against each other.

Types of evidence
Evidence could include • reflective account/diary • projects or assignments • case studies • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 24 Being managed by others (Y/502/3612)

Unit summary	This unit introduces the types of expectations line managers have of those they manage and introduces the learner to the understanding and skills needed to work successfully for a manager. This unit will cover the roles of managers and supervisors, how to interact positively with a manager or supervisor and how to build a good working relationship.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Know how to interact positively with a manager, supervisor or group leader and understand why this is important

The learner can:

1.1 Identify the types of expectations managers, supervisors or group leaders have of those they manage
1.2 Demonstrate positive interaction with a manager, supervisor or group leader
1.3 Recognise why it is important to have an effective relationship with their manager, supervisor or group leader, realising why it is good for the manager and for themselves

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 25 Using social media in the workplace (F/506/7233)

Unit summary	This unit introduces learners to the use of social media in the workplace, focusing on safe and responsible use. This unit also allows learners to develop the skills needed to develop and maintain social media networks.
Credit value	3
Guided learning hours	22
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand social media in the workplace

The learner can:

1.1 Define the purpose of using social media in the workplace
1.2 Identify social media tools that are used in the workplace
1.3 Identify the reasons for monitoring social media activity in the workplace
1.4 Outline how businesses measure the success of social media activity

Learning outcome 2

The learner will:

2. Be able to act safely and responsibly when using social media in the workplace, and comply with legal requirements

The learner can:

2.1 Define the safety and security risks of using social media for business
2.2 Outline the legal aspects of social media use in the workplace
2.3 Identify the reasons for a social media policy in the workplace

Unit 25 Using social media in the workplace (F/506/7233) cont'd

Learning outcome 3

The learner will:

3. Be able to maintain social media networks

The learner can:

3.1 Develop a professional social media profile
3.2 Use social media search tools to find required information
3.3 Identify and follow appropriate individuals or businesses
3.4 Engage in relevant social media conversations with contacts/followers
3.5 Publish content on a social media service

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 26 Using online collaborative workplace tools (L/506/7235)

Unit summary	This unit introduces learners to the use of online collaboration in the workplace, focusing on safe and responsible use. This unit also helps learners develop the skills needed to contribute to online collaboration.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand online collaboration in the workplace

The learner can:

1.1 Define the purpose of using online collaboration tools in the workplace
1.2 Identify equipment/devices that can be used for online collaboration
1.3 Identify online collaboration tools used in the workplace
1.4 Explain what is meant by synchronising content

Learning outcome 2

The learner will:

2. Stay safe and act responsibly when using online collaborative workplace tools

The learner can:

2.1 Identify employee and employer risks of using online collaborative workplace tools
2.2 Give an example of how to reduce one of these risks
2.3 Identify how to report safety and security issues

Unit 26 Using online collaborative workplace tools (L/506/7235) cont'd

Learning outcome 3

The learner will:

3. Contribute to online collaboration

The learner can:

3.1 Create, edit and save content online
3.2 Enable others to access shared information online
3.3 Upload and download files to and from an online collaborative tool
3.4 Access and update online content using a mobile device

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 27 Using telephones in the workplace (L/506/8790)

Unit summary	This aim of this unit is to introduce learners to using telephone systems in the workplace.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand how to make telephone calls in the workplace

The learner can:

1.1 Identify the different features of telephone systems
1.2 Give reasons for identifying the purpose of a call before making it
1.3 Identify ways of obtaining names and numbers of people who need to be contacted
1.4 Explain how to use a telephone system to make contact with people inside and outside an organisation
1.5 List reasons for summarising the outcomes of a telephone conversation before ending the call
1.6 Identify individuals who could offer support during a conversation

Learning outcome 2

The learner will:

2 Understand how to receive and transfer telephone calls

The learner can:

2.1 Describe how calls are received
2.2 Identify the purpose of giving accurate and up to date information to callers
2.3 Explain how to transfer a call to another individual in the workplace
2.4 Identify the information to be given when transferring calls or leaving messages

Unit 27 Using telephones in the workplace (L/506/8790) cont'd

Learning outcome 3

The learner will:

3 Be able to make and receive telephone calls

The learner can:

3.1 Follow organisational procedures when making and receiving telephone calls
3.2 Present a positive image of self and the organisation
3.3 State the purpose of confidentiality and security when making and receiving telephone calls
3.4 Identify the types of information that could affect confidentiality and security and how to handle these
3.5 State how to identify problems and who to refer them to
3.6 Identify how to report telephone system faults

Learning outcome 4

The learner will:

4 Know how to use a voicemail system

The learner can:

4.1 State the information to be given out when leaving messages
4.2 State organisational guidelines for deleting voicemail messages

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Learning outcome 5

The learner will:

5 Be able to use voicemail systems

The learner can:

5.1 Use voicemail system in accordance with organisational guidelines
5.2 Keep voicemail messages up to date
5.3 Pass on accurate messages in accordance with organisational policies

Unit 27 Using telephones in the workplace (L/506/8790) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 28 Understanding conflict at work (Y/502/3609)

Unit summary	This unit introduces conflict in the place of work. It covers why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Know what can cause conflict in the place of work and understand some of the approaches that can be used to prevent it

The learner can:

1.1 Give 3 examples of common causes of conflict in a place of work
1.2 Identify how these could be prevented

Learning outcome 2

The learner will:

2. Understand employee rights in the place of work and recognise unacceptable behaviour

The learner can:

2.1 Give 3 examples of an employees' rights in a place of work that has been guaranteed under the Equality Act 2010
2.2 Give 3 examples of what would be viewed as unacceptable behaviour under the terms of the Equality Act 2010

Unit 28 Understanding conflict at work (Y/502/3609) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor The Equality Act 2010 covers 9 areas of legislation and the examples provided by the learner should be from 3 different areas of legislation (eg. race relations, disability discrimination, equal opportunities). The learner should produce examples that fall into the 3 areas of legislation identified in 2.1.

Unit 29 Meetings in the workplace (Y/506/8789)

Unit summary	The aim of this unit is for learners to know about meetings in the workplace and the roles and responsibilities of key individuals.
Credit value	2
Guided learning hours	19
Level	1
Mandatory/optional	Optional

Learning outcome 1

Learning outcomes 2 and 3 can be achieved through simulation.

The learner will:

1. Know the roles and responsibilities of key individuals at meetings in the workplace

The learner can:

1.1 Identify the roles and responsibilities of key individuals at meetings to include:
- chair person
- minute/note taker
- time keeper
- participants/attendees

Learning outcome 2

The learner will:

2. Be able to take part in a meeting

The learner can:

2.1 Produce an agenda for a meeting
2.2 Discuss the main topics/issues at the meeting
2.3 Make an effective contribution at the meeting to include:
- answering questions
- overcoming problems/difficulties that arise

Unit 29 Meetings in the workplace (Y/506/8789) cont'd

Learning outcome 3

The learner will:

3. Be able to take notes at a meeting

The learner can:

3.1 Identify appropriate methods to take notes at meetings
3.2 Select preferred method to take notes at a meeting
3.3 Produce notes to accurately capture the main points raised at the meeting
3.4 Produce notes that are accurate in terms of:
- grammar
- spelling
- punctuation

3.5 Produce notes that present the information clearly and appropriately

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 30 Job and training search skills (D/502/3613)

Unit summary	This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs. The unit will cover identifying the best places to look for suitable job opportunities, using job-searching resources and knowing who can support them to look for work.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand where and how to search for jobs

The learner can:

1.1 Identify 2 possible sources of job vacancies and provide an example of a job opportunity that might suit them from one of the sources
1.2 Identify who is able to help them find work or training in their area
1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by using one of the support networks and acting on the advice and guidance given
1.4 Recognise how ready they are to apply for this type of opportunity
1.5 Identify how they can improve their chances of being successful if they apply for this type of opportunity

A level 2 unit with similar content is also available as part of these qualifications - see Unit 39 Job search skills (D/502/3577).

Learners can only take this unit or the level 2 unit (D/502/3577) as they are barred against each other.

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • simulated activity • observation • evidence from others

Unit 31 Job application skills (H/502/3614)

Unit summary	This unit introduces learners to the sort of information needed for a job application, how to complete a straightforward job application form and write a covering letter. The unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Know the type of information usually asked for in job applications

The learner can:

1.1 Identify the type of information usually requested in a straightforward job application
1.2 Create a folder of the information they will need for a job application ensuring that it is accurate and up to date

Learning outcome 2

The learner will:

2. Understand how a straightforward job application form should be completed and an accompanying letter written

The learner can:

2.1 Complete a straightforward job application form accurately
2.2 Write an accompanying letter to send to an appropriate person, showing they can:
- select an appropriate format
- address and date it appropriately
- use an appropriate style of language
- check the letter for mistakes and accuracy

Unit 31 Job application skills (H/502/3614) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • folder of job application information • completed job application and covering letter

Unit 32 Interview skills (K/502/3615)

Unit summary	This unit introduces learners to the preparation needed for job interviews and being interviewed. The unit content will include finding out more about the recruiting organisation and the role, identifying and preparing for potential interview questions, appropriate dress and language for interviews, speaking and listening skills and getting feedback.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Know how to prepare for an interview

The learner can:

1.1 Recognise what type of information would be useful to have before the interview, including how to ensure they arrive at a suitable time
1.2 Describe what the interviewers will be expecting with regard to:
- punctuality
- dress sense
- behaviour
- language use

1.3 Produce a pack of useful and relevant information that will help them prepare

Learning outcome 2

The learner will:

2. Know how to conduct themselves in an appropriate manner in a job-related interview

The learner can:

2.1 Demonstrate appropriate dress sense and punctuality to help make the right first impression
2.2 Perform in an effective manner showing they can:
- demonstrate speaking and listening skills by answering questions appropriately
- be respectful and polite

Unit 32 Interview skills (K/502/3615) cont'd

Learning outcome 3

The learner will:

3. Know how to review their interview performance

The learner can:

3.1 Identify own strengths from the feedback
3.2 Identify areas for improvement and give an example of how they will develop these skills

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • preparation materials • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 33 Writing a CV (J/502/3038)

Unit summary	This unit covers the information required to create a CV and allows learners to create their own CV.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Know the type of information usually included in a CV

The learner can:

1.1 Identify the type of information usually included in a CV
1.2 Collect the information they will need to create a CV ensuring it is accurate and up to date

Learning outcome 2

The learner will:

2. Understand the importance of a reference

The learner can:

2.1 Identify 2 people who would be suitable as referees
2.2 Give examples of people who would not be acceptable as referees

Learning outcome 3

The learner will:

3. Produce a CV

The learner can:

3.1 Choose a suitable layout for a CV
3.2 Produce an accurate and appropriately laid out CV using IT

Unit 33 Writing a CV (J/502/3038) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • poster • observation • evidence from others • witness testimonies from manager or supervisor

Unit 34 Being safe and healthy at work (M/502/3616)

Unit summary	This unit introduces learners to working safely and being healthy at work. The unit covers keeping a place of work safe and healthy for employees, working in a safe manner and keeping healthy at work. It covers legislation and responsibilities for health and safety at work at an appropriate level for the work context.
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Be aware of the health and safety rules and framework that governs their own and group behaviour in places of work

The learner can:

1.1 Identify what constitutes safe and appropriate behaviour in places of work
1.2 Recognise what constitutes inappropriate and unsafe behaviour in places of work
1.3 Give examples of the accidents or problems that can result from inappropriate behaviour in 2 different places of work

Learning outcome 2

The learner will:

2. Demonstrate awareness of health and safety legislation relevant to themselves and others in a particular workplace

The learner can:

2.1 Behave in a safe and appropriate manner in a place of work
2.2 Review the risks associated with inappropriate behaviour in a particular place of work

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation

Unit 35 Health and well-being in the workplace (T/506/8783)

Unit summary	The aim of the unit is to understand health and wellbeing in the workplace and assess risks in own future career/area of work.
Credit value	2
Guided learning hours	18
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand health and well-being in the workplace

The learner can:

1.1 Identify the connection between health and work
1.2 List benefits of working on health and well-being
1.3 Outline how health and well-being can be promoted in the workplace

Learning outcome 2

The learner will:

2 Understand work related stress

The learner can:

2.1 Identify signs/symptoms of work related stress
2.2 Identify effect of work related stress on individuals
2.3 Suggest ways the employer can support an individual with work related stress

Learning outcome 3

The learner will:

3. Know common risks to health in own chosen career/area of work

The learner can:

3.1 Identify common risks to health in own career/area of work
3.2 Identify methods to safeguard own health and well-being in own career/area of work

Unit 35 Health and well-being in the workplace (T/506/8783) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • multiple-choice test • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • record of discussion (written or audio)

Unit 36 Disclosing an offence (M/508/0897)

Unit summary	This unit aims to help learners understand disclosure of convictions. It covers where to find details of convictions, the difference between spent and unspent convictions, when to disclose convictions, how to write a disclosure letter and how to discuss a disclosure letter at an interview.
Credit value	1
Guided learning hours	10
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand what disclosure means

The learner can:

1.1 State what disclosure is
1.2 Identify legislation relating to disclosure

Learning outcome 2

The learner will:

2. Understand disclosure of convictions

The learner can:

2.1 Give at least 2 examples of where an individual can find details of their conviction(s)
2.2 Outline the difference between a spent conviction and an unspent conviction
2.3 Give an example of a spent conviction and an unspent conviction
2.4 Identify at what stage you would have to disclose any convictions with relation to:
- employment
- other scenarios

Unit 36 Disclosing an offence (M/508/0897) cont'd

Learning outcome 3

The learner will:

3. Understand disclosure letters

The learner can:

3.1 List the pros and cons of a disclosure letter
3.2 Write a disclosure letter
3.3 Identify at least 2 scenarios when you could use a disclosure letter

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Learning outcome 4

The learner will:

4. Understand disclosure within the interview process

The learner can:

4.1 Give examples of when disclosure could be discussed within the interview process
4.2 List the benefits of discussing a personalised disclosure letter:
- to the interviewee
- to the interviewer

Unit 36 Disclosing an offence (M/508/0897) cont'd

Assessment guidance and types of evidence

Disclosure is an emotive subject for many learners. A one to one discussion may be preferable if learners are going to disclose their conviction and confidentiality should be observed at all times.

Throughout the Types of evidence of this unit it is beneficial to keep working drafts, class exercises, word matches.

The Tutor could get a learner to find out their convictions, where relevant, and when it will be classed as spent.

The Tutor could ask the learners to look at published case studies of spent and non-spent convictions.

The learner should be aware of the potential consequences of not having a disclosure letter. The Tutor could distribute case studies of examples where someone had a disclosure letter and someone else did not, or someone decided not to disclose their conviction at all.

Learners should create the letter based on their own experience. Where this is not possible, the letter could be based on a scenario created by the Tutor. The learner may wish to create a word processed letter.

The learner should think about how they could present the information during the interview. The Tutor could ask the learner to think of potential questions they could be asked about their disclosure and how they would respond.

If interviews are carried out ensure that interviewers are of a similar standard. There should be no harsh/easy interview situations.

Evidence could include

- reflective account/diary
- workbook, questioning
- projects or assignments
- simulated activity
- observation
- evidence from others
- witness testimonies from manager or supervisor
- record of discussion (written or audio)
- scenarios
- different drafts/iterations of a disclosure letter
- lists and presentations

Unit 37 Working with colleagues (A/502/3571)

Unit summary	This unit looks at the importance of maintaining effective working relationships with the people around you. The unit is not concerned with team working as such but rather seeks to address what it is like to function in a working environment occupied by others as well. The learner will explore the communication techniques and skills required and consider how the learner can thrive in this type of environment.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand work colleagues' expectations of them in the place of work

The learner can:

1.1 Describe the expectations their colleagues will have of them as a work colleague
1.2 Assess how they currently behave in relation to these expectations and describe how they can improve how they work with colleagues

Learning outcome 2

The learner will:

2. Know how to use a range of communication skills and techniques to help secure good working relationships with colleagues

The learner can:

2.1 Describe 3 communication techniques and 2 types of behaviour that can help establish and maintain effective working relationships with colleagues
2.2 Recognise supportive and effective communication techniques and behaviour being used by others
2.3 Demonstrate the ability to use 2 appropriate verbal and 2 non-verbal communication techniques when working with colleagues

This unit is barred against L/502/3610 (unit 23)

Unit 37 Working with colleagues (A/502/3571) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 38 ICT for employment (D/502/3563)

Unit summary	This unit will look at a wider range of software and will explore the types of software used in different job roles and business functions. The unit will also look at the internet and issues of safety, data back- up and protection.
Credit value	2
Guided learning hours	12
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Be able to appraise their own technology skills in relation to the different skills needed in different job roles

The learner can:

1.1 Describe how technology skills requirements can vary from job role to job role giving 3 examples of different job roles that they could apply for and showing what technology skills each requires
1.2 Describe the range of technology likely to be used in an employment sector they would like to work in
1.3 Carry out a self-audit of own ICT skills and familiarity with different technology used in the sector chosen

Unit 38 ICT for employment (D/502/3563) cont'd

Learning outcome 2

The learner will:

2. Know how to use a range of ICT equipment safely and how to use software commonly found in a work situation

The learner can:

2.1 Demonstrate safe and appropriate use of:
- a photocopier
- computer and printer

2.2 Demonstrate the ability to use word processing software effectively to produce a 3-page report that is appropriately titled, saved and printed out. The report will include:
- use of spell-checking tool
- a table
- use of titling
- appropriate use of a header and/or footer

2.3 Demonstrate the ability to use email (or webmail) effectively, including being able to:
- send email with an attachment
- receive and respond to email appropriately

This unit is barred against M/502/3602 (unit 17)

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • record of discussion (written or audio) • printouts of email activity word-processing documentation as drafts and final documents

Unit 39 Job search skills (D/502/3577)

Unit summary	This unit introduces learners to the necessary knowledge and skills for carrying out searches for jobs and making applications. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support them to look for work. The unit starts with a personal career plan and review, and then explores the different ways learners can attempt to find work. The learners then move on to review the local job market and assess their individual prospects.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand where and how to search for jobs

The learner can:

1.1 Describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the Internet
1.2 Describe the support networks that are available to them to help them find work or training
1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given

Learning outcome 2

The learner will:

2. Know how to develop a personal career plan

The learner can:

2.1 Describe the purpose of a career plan and detail the types of information it needs to contain
2.2 Create a career plan for themselves following appropriate conventions regarding contents and layout

Unit 39 Job search skills (D/502/3577) cont'd

Learning outcome 3

The learner will:

3. Know how to assess their individual prospects against potential opportunities

The learner can:

3.1 Create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses:
- their achievement and work experience to date
- any further study or learning needed

This unit is barred against D/502/3613 (unit 30)

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • record of discussion (written or audio) • examples of job vacancies from different sources (brochures or other material from support agencies, specific job opportunity of interest) • career plan.

Unit 40 Dealing with your first days at work (J/502/3539)

Unit summary	This unit will build an understanding of the behaviours and attitudes needed for the first days of employment and for making positive impressions. It covers the induction process and orientation, the impact of first impressions, understanding your role within an organisation and further support and advice.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand the induction process

The learner can:

1.1 Describe the role of induction and why it is important
1.2 Identify the different ways that employers induct new employees into their business

Learning outcome 2

The learner will:

2. Be able to get the most from an induction process

The learner can:

2.1 Describe the information that they need to get from an induction process
2.2 Ask appropriate questions in an appropriate manner to elicit the information needed

Unit 40 Dealing with your first days at work (J/502/3539) cont'd

Learning outcome 3

The learner will:

3. Be able to make a good first impression

The learner can:

3.1 Describe why good first impressions are important from an employee and employer perspective
3.2 Describe how the following features help make a good first impression:
- appearance
- timekeeping
- manner

3.3 Apply their understanding to show they can make the right first impression in an appropriate work-related context and maintain the good impression for 5 days

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Learning outcome 4

The learner will:

4. Know how to access support during the first weeks in a new job

The learner can:

4.1 Describe where sources of support and assistance are found in places of work
4.2 Match different types of support issues to the appropriate sources of support in the place of work

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This unit is barred against R/502/3589 (unit 04)

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • record of discussion (written or audio)

Unit 41 Following instructions (K/502/3565)

Unit summary	This unit introduces learners to circumstances and contexts where following instructions is an important skill in the place of work. It covers active listening skills, confirming/clarifying understanding of verbal instructions, following written instructions, understanding when it might not be appropriate or safe to follow the instructions of others and how to deal with this.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Be able to follow verbal and written instructions related to work based tasks

The learner can:

1.1 Describe why following instructions is important in work based situations
1.2 Demonstrate their ability to follow verbal and written instructions in 3 different situations, showing they can:
- use active listening skills
- show appropriate use of questioning skills to clarify their understanding
- record the instructions in an appropriate way

1.3 Describe problems that can prevent understanding of verbal and written instructions and how they can be resolved
1.4 Describe 2 situations where following instructions and/or not following instructions can be unsafe

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This unit is barred against F/502/3605 (unit 19)

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • record of discussion (written or audio)

Unit 42 How to keep improving (R/502/3544)

Unit summary	Learners will build an understanding of ongoing self-improvement at work. The unit covers, at a basic level, theories about the link between individual self-improvement and business/organisation need for improvement in a competitive environment and practical implementation, improvement for progression or promotion at work and for being responsive to new demands at work.
Credit value	2
Guided learning hours	12
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

1. Understand the basic features of theories linking self- improvement and place of work performance

The learner can:

1.1 Identify 2 theories linking self-improvement and performance in the place of work
1.2 Describe the key features of one of these theories
1.3 Present their own opinion about the validity of the theory chosen, providing at least 2 examples to back up their argument

Learning outcome 2

The learner will:

2. Appreciate the link between their development and how this can support improvement generally at work

The learner can:

2.1 Describe what personal improvement means to them by:
- reflecting on their own skill set in an open and honest way
- identifying their achievements and opportunities
- assessing how this relates to work

2.2 Recognise how personal improvement can be used to improve behaviour and performance in the place of work

Unit 42 How to keep improving (R/502/3544) cont'd

Learning outcome 3

The learner will:

3. Understand how they ensure their own self-improvement at work

The learner can:

3.1 Describe the types of success criteria that could be applied to help them measure their performance at work
3.2 Invite feedback on their performance and show that they can deal positively with and act on the feedback received

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This unit is barred against R/502/3592 (unit 09)

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor

Unit 43 Working in the community as a volunteer (J/506/9100)

Unit summary	The aim of this unit is to introduce learners to working in the community as a volunteer.
Credit value	2
Guided learning hours	20
Level	2
Mandatory/optional	Optional

Learning outcome 1

To complete this unit, learners will need to spend a minimum of 10 hours in a real work environment as a volunteer.

The learner will:

1 Know the voluntary sector

The learner can:

1.1 Describe the voluntary sector
1.2 List voluntary organisations
1.3 Identify the:
- aims or purpose
- funding
- staffing

of voluntary organisations

Learning outcome 2

The learner will:

2. Know voluntary organisations in own area

The learner can:

2.1 Identify a voluntary organisation operating in own area
2.2 Identify the role of volunteer in a specific organisation
2.3 Identify ways of finding out about volunteering opportunities in the specific organisation
2.4 Apply for a volunteering role within an organisation

Unit 43 Working in the community as a volunteer (J/506/9100) cont'd

Learning outcome 3

The learner will:

3. Understand benefits of volunteering

The learner can:

3.1 Identify the skills the volunteer may develop when volunteering

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Learning outcome 4

The learner will:

4. Know the rights and responsibilities of volunteers

The learner can:

4.1 Identify the rights and responsibilities volunteers have when volunteering

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Learning outcome 5

The learner will:

5. Be able to work as a volunteer

The learner can:

5.1 Describe own role as a volunteer within the organisation
5.2 Identify the key person to report to in the organisation
5.3 Identify the policies, procedures and code of practice that apply to own volunteering role
5.4 Demonstrate how policies, procedures and code of practice are followed
5.5 Demonstrate own job role as a volunteer to include:
- dress code
- behaviour/professional conduct
- attendance/punctuality
- completing required tasks

5.6 Identify knowledge and experience gained by working as a volunteer

Unit 43 Working in the community as a volunteer (J/506/9100) cont'd

Types of evidence
Evidence could include • reflective account/diary • workbook, questioning • projects or assignments • simulated activity • observation • evidence from others • witness testimonies from manager or supervisor • record of discussion (written or audio)

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 1 Award in Employability Skills and the NCFE Level 1 Certificate in Employability Skills are internally assessed and externally quality assured.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the Internal assessment writing and delivery: Guide for centres on our website.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on our website in the document Internal assessment writing and delivery: Guide for centres.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our website in the document Internal assessment writing and delivery: Guide for centres.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.
Venue: School hall
Audience: Assessors, parents and friends

Band 1:
Lead singer – Joe Bloggs (brown hair, front of stage)
Drummer – Tom Smith
Guitar 1 – Dan Brown (blonde hair, blue jumper)
Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:
Lead male – John Smith
Lead female – Ann Jones
Choir:
Kay Bell (brown hair, back row 3rd from left)
Jane Pattison (blonde hair, back row 5th from left)
Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our website www.ncfe.org.uk.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 1 in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of…)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see our website: www.ncfe.org.uk/centre-information/working-with-ncfe/policies-and-regulations/

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