

# all you need to know.

## Qualification Specification

NCFE Entry Level Award in Employability Skills (Entry 3)  
(601/4678/3)

NCFE Entry Level Certificate in Employability Skills (Entry 3)  
(601/4679/5)

Issue 6 August 2018

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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 Entry Level Award in Employability Skills (Entry 3) or the NCFE Entry Level Certificate in Employability Skills (Entry 3).

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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

If you advertise this qualification 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 Entry Level Award in Employability Skills (Entry 3) or the NCFE Entry Level Certificate in Employability Skills (Entry 3).

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## Things you need to know

### NCFE Entry Level Award in Employability Skills (Entry 3)

Qualification number (QN)	601/4678/3
Aim reference	60146783
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	36
Credit value	6
Level	Entry 3
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence

### NCFE Entry Level Certificate in Employability Skills (Entry 3)

Qualification number (QN)	601/4679/5
Aim reference	60146795
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	90
Credit value	15
Level	Entry 3
Assessment requirements	Internally assessed and externally quality assured 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.

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## About this qualification

These are regulated qualifications. The regulated numbers for these qualifications are 602/4678/3, 601/4679/5.

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 Entry Level Award in Employability Skills (Entry 3), 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 Entry Level Certificate in Employability Skills (Entry 3), 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	Rights and entitlements at work	1
Unit 03	Making the right impression at work	1
Unit 04	Your responsibilities as an employee	1
Unit 05	Behaving appropriately at work	1
Unit 06	Work awareness	2

##### Self-improvement and personal effectiveness for work cluster

Unit No	Unit title	Credit
Unit 07	Getting to a destination safely and on time	1
Unit 08	Goal and target setting	1
Unit 09	Making progress	1
Unit 10	Prioritising tasks	1
Unit 11	Managing your time	1



### Problems and solutions cluster

Unit No	Unit title	Credit
Unit 12	Problem solving skills for work	2
Unit 13	ICT for employment	1

### Taking responsibility cluster

Unit No	Unit title	Credit
Unit 14	Following instructions	1
Unit 15	Dealing with numbers in a place of work	2

### Working with others cluster

Unit No	Unit title	Credit
Unit 16	Working in a team	2
Unit 17	Understanding conflict at work	1
Unit 18	Working with other employees	1
Unit 19	Working with managers	1
Unit 20	Social media in the workplace	2

### Preparing for work cluster

Unit No	Unit title	Credit
Unit 21	Understanding money at work	2
Unit 22	Deciding on the right job for you	1
Unit 23	Looking for work	1
Unit 24	Completing an application form	1
Unit 25	Getting ready for interviews	1
Unit 26	Health and safety in places of work	2
Unit 27	Disclosing an offence	1

### Group C optional units (Level 1 units)

Unit No	Unit title	Credit
Unit 28	Dealing with your first days at work	1
Unit 29	How to keep improving	1
Unit 30	Job and training search skills	1
Unit 31	Following instructions	1
Unit 32	Working with colleagues	1
Unit 33	ICT for employment	2

The learning outcomes and assessment criteria for each unit are provided in Section 2.

To achieve the NCFE Entry Level Award in Employability Skills (Entry 3) or the NCFE Entry Level Certificate in Employability Skills (Entry 3) learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Grades are not awarded.

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

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### 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.

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### Barred units, equivalencies and exemptions

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

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### 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.

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### 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 designed for a wide variety of learners, including:

- learners with special needs, learning difficulties or particular learning requirements
- full-time and part-time students
- those who are long-term unemployed
- pre-16 students in compulsory education
- individuals in employment looking for a career change
- individuals facing redundancy.

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 2 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.

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## Progression opportunities

Learners who achieve these qualifications could progress to:

- NCFE Level 1 Award or Certificate in Employability Skills
- NCFE Level 1 Certificate Business Administration
- NCFE Level 1 Certificate in Customer Service
- NCFE Level 2 Diploma in Team Leading
- employment in a wide range of sectors.

It 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](http://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.

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## 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.

## Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of these qualifications 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.

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## 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 these qualifications and it can help learners keep track of their work. This document can be downloaded free of charge from our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) or can be requested from the Customer Support team on 0191 239 8000 or by emailing [service@ncfe.org.uk](mailto: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](mailto:service@ncfe.org.uk).

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## 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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

### 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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

### Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of these qualifications:

- [www.totaljobs.com](http://www.totaljobs.com)
- [www.pertemps.co.uk](http://www.pertemps.co.uk)
- [www.fish4.co.uk](http://www.fish4.co.uk)
- [www.bis.gov.uk](http://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.

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# 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 these qualifications please contact our Product Development team on 0191 239 8000.

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## Unit 01 Understanding mindset (F/506/7216)

<b>Unit summary</b>	The aim of this unit is to help learners understand why certain mindset qualities are attractive to employers, and to encourage them to think about times they have displayed these qualities.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Mandatory

### Learning outcome 1

The learner will:

- 1 Understand how mindset can improve employability

The learner can:

- 1.1 Define the following terms:
  - honesty
  - commitment
  - flexibility
  - accountability
- 1.2 State why the following mindset qualities are attractive to employers:
  - honesty
  - commitment
  - flexibility
  - accountability
- 1.3 Give examples of when they have displayed these mindset qualities
- 1.4 Identify a mindset quality they can improve
- 1.5 State how they will improve this quality

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook, questioning
- projects or assignments
- short answer test
- notes
- questioning

## Unit 02 Rights and entitlements at work (F/502/4284)

<b>Unit summary</b>	This unit introduces learners to the rights and entitlements they can expect as an employee, covering those which are needed by the majority of employees.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Understand that there are rights and entitlements for employees in the place of work

The learner can:

- 1.1 Identify key areas where employees have entitlements in the place of work
- 1.2 Give a reason why one of these rights or entitlements is important

### Learning outcome 2

The learner will:

2. Know how rights and entitlements relate to their own situation

The learner can:

- 2.1 Identify one main right or entitlement they would need to be aware of for their own situation
- 2.2 Identify where they can find out information about rights and entitlements
- 2.3 Give an example of someone they can talk to for support and help with their rights and entitlements

Types of evidence
Evidence could include: <ul style="list-style-type: none"><li>• reflective account/diary</li><li>• workbook, questioning</li><li>• projects or assignments</li><li>• short answer test</li><li>• notes</li><li>• questioning</li></ul>

### Unit 03 Making the right impression at work (K/502/4277)

<b>Unit summary</b>	This unit focuses on the skills and knowledge learners need to deal with in their first days in the place of work, creating a good impression of themselves and forming working relationships with their colleagues and supervisors.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

#### Learning outcome 1

The learner will:

- 1 Be able to present themselves in a suitable way

The learner can:

- 1.1 Present themselves appropriately for their place of employment or education/training on 3 consecutive days
- 1.2 Give one reason why good presentation is important

#### Learning outcome 2

The learner will:

2. Be able to interact appropriately with colleagues in familiar settings

The learner can:

- 2.1 Participate in a discussion with colleagues about a familiar and routine subject
- 2.2 Use appropriate behaviours during the discussion with colleagues

#### Types of evidence

Evidence could include:

- questioning
- observation
- candidate and peer reports
- evidence from others
- witness testimonies

## Unit 04 Your responsibilities as an employee (L/502/4286)

<b>Unit summary</b>	This unit introduces learners to the responsibilities they have for themselves and others as employees.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Recognise key responsibilities that they have as an employee

The learner can:

- 1.1 Identify the key responsibilities that they would have in the place of work for themselves and others
- 1.2 Give a basic description of these responsibilities
- 1.3 Give a reason why one of these responsibilities is important

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- short answer

## Unit 05 Behaving appropriately at work (T/502/4282)

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<b>Unit summary</b>	This unit introduces learners to expectations of appropriate behaviours and attitudes in the place of work. This unit will cover the use of appropriate behaviours and attitudes needed to work day to day with colleagues. It will cover some of the key behaviours and attitudes needed to work with immediate colleagues in straightforward situations.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

- 1 Know what attitudes and behaviours will be expected from employees by employers

The learner can:

- 1.1 Identify expectations for appropriate attitudes and behaviours in the place of work
- 1.2 Give one reason why it is important for employees to demonstrate appropriate attitudes and behaviours

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### Learning outcome 2

The learner will:

2. Be able to demonstrate positive and confident attitudes and behaviours when working with others

The learner can:

- 2.1 Participate in an activity in which they demonstrate appropriate attitudes and behaviours in the place of work
  - 2.1 Give 2 reasons why the attitudes and behaviours they demonstrated are important, thinking about it from an employer's and a work colleague's point of view
-

## Unit 05 Behaving appropriately at work (T/502/4282) cont'd

### Types of evidence

Evidence could include:

- reflective account/diary
- workbook,
- questioning
- case studies
- simulated activity
- observation
- evidence from others
- witness testimonies from manager / supervisor

## Unit 06 Work awareness (Y/506/7254)

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<b>Unit summary</b>	This unit will introduce learners to some of the key aspects of working life, eg what it means to be an employee. This unit is introduced in direct response to the Confederation of British Industry (CBI) concerns about the lack of awareness in new recruits (at all levels) of how businesses and organisations work, customer needs and the world of work.
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<b>Credit value</b>	2
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<b>Guided learning hours</b>	20
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<b>Level</b>	Entry 3
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<b>Mandatory/optional</b>	Optional
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### Learning outcome 1

The learner will:

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

The learner can:

- 1.1 Identify 3 types of employer in their local area and their main area of business covering the
    - service sector
    - manufacturing sector
    - public and private sectors
  - 1.2 Identify how one employer makes money or is funded
- 

### Learning outcome 2

The learner will:

2. Understand some of the expectations employers have of employees

The learner can:

- 2.1 List 2 expectations that employers would have of their employees
  - 2.2 Give a reason why one of these expectations is important
-

## Unit 06 Work awareness (Y/506/7254) 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 one activity they have undertaken that shows they could meet at least one employer expectation
- 3.2 Say why they meet the expectation

#### Types of evidence

Evidence could include:

- reflective account/diary
- notes
- workbook
- photographs
- projects work in the form of a poster
- case studies
- short response test
- discussion with tutor



## Unit 07 Getting to a destination safely and on time (H/502/4293)

<b>Unit summary</b>	This unit introduces learners to the importance of getting to their place of work safely and on time.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Know about options for travelling to and from a specific destination

The learner can:

- 1.1 Identify possible options for travelling to and from their destination
- 1.2 Choose the most appropriate option for travelling
- 1.3 Identify an alternative option to use if required
- 1.4 Identify who to contact if they are going to be late or unable to go

### Learning outcome 2

The learner will:

2. Be able to plan and carry out a journey to arrive at a destination safely and on time

The learner can:

- 2.1 Plan a safe route and the time needed to complete their journey
- 2.2 Identify who to contact if they need help with their journey
- 2.3 Make a journey using their chosen travel option to their destination safely
- 2.4 Arrive at their destination on time

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- simulated activity
- observation
- candidate reports
- evidence from others
- witness testimonies from manager or supervisor

## Unit 08 Goal and target setting (M/502/4295)

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<b>Unit summary</b>	This unit introduces learners to the ways in which goal and target setting take place in the place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

1. Know how to set goals and targets in the workplace

The learner can:

- 1.1 Identify how to set goals and targets, considering
  - time
  - support needed
  - how they will know they have achieved their goal
- 1.2 Identify a goal or target they are working towards
- 1.3 Agree the goal or target with an appropriate person

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### Learning outcome 2

The learner will:

2. Be able to carry out activities to work towards meeting their goal or target

The learner can:

- 2.1 Identify the steps needed to achieve the goal or target
  - 2.2 Work towards achieving their goal or target
-

## Unit 08 Goal and target setting (M/502/4295) cont'd

### Learning outcome 3

The learner will:

3. Be able to review their progress with an appropriate person and appraise their performance

The learner can:

- 3.1 Carry out a review of their progress towards their goal or target with an appropriate person
- 3.2 Identify whether the goal or target has been met
- 3.3 Say what went well and what they could improve

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignment notes
- simulated activity
- evidence from others
- witness testimonies

## Unit 09 Making progress (R/502/4290)

<b>Unit summary</b>	This unit focuses on developing the skills to make progress in the place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Know how to record progress within a place of work

The learner can:

- 1.1 Identify a method of recording progress within a place of work
- 1.2 Identify an area in which they would like to make progress

### Learning outcome 2

The learner will:

2. Recognise when they have made progress

The learner can:

- 2.1 Agree with an appropriate person how they will make progress in the area they have identified
- 2.2 Record the progress using an appropriate method

A Level 1 unit with similar content is also available as part of this qualification – see Unit 29 How to keep improving (R/502/3592).

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- simulated activity
- observation
- evidence from others
- witness testimonies from manager or supervisor
- candidate reports

## Unit 10 Prioritising tasks (A/502/4302)

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<b>Unit summary</b>	This unit introduces learners to ways in which they can manage their work to ensure that tasks are completed on time and in an appropriate way.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

1. Be able to recognize tasks that they need to complete at work

The learner can:

- 1.1 Identify the tasks they need to prioritise
  - 1.2 Give a reason why these tasks are important to complete
- 

### Learning outcome 2

The learner will:

2. Know how to prioritise tasks

The learner can:

- 2.1 Use an appropriate method to prioritise the tasks they have identified
  - 2.2 List the tasks in order of priority
  - 2.3 Give a reason for the order of priority
- 

### Learning outcome 3

The learner will:

3. Be able to complete straightforward work related tasks

The learner can:

- 3.1 Use the priority list to carry out the tasks
  - 3.2 Identify whether the tasks have been completed successfully
-

## Unit 10 Presenting information (Y/502/3593) cont'd

### Types of evidence

Evidence could include:

- questioning
- simulated activity
- workbook
- reflective account/diary

## Unit 11 Managing your time (F/502/4303)

<b>Unit summary</b>	This unit introduces learners to ways in which they can manage their time appropriately in the place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Know how to manage their time in a place of work

The learner can:

- 1.1 Identify ways in which people can manage their time in a place of work
- 1.2 Identify systems and processes which help employees manage their time in the place of work
- 1.3 Identify who to contact if they are late for or absent from work

### Learning outcome 2

The learner will:

2. Be able to demonstrate time management skills in a place of work

The learner can:

- 2.1 Use time management systems and processes appropriately to document the time they have spent working
- 2.2 Take breaks at appropriate points
- 2.3 Agree their work for the day with an appropriate person
- 2.4 Complete agreed activities within the timescales provided

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- simulated activity
- candidate reports
- observation
- evidence from others ie witness testimonies from manager or supervisor

## Unit 12 Problem solving skills for work (A/502/4266)

<b>Unit summary</b>	This unit aims to equip learners with the skills needed to recognise a problem in their place of work and identify a solution.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Know how to recognise a problem in the place of work

The learner can:

- 1.1 Identify a problem they have encountered or may encounter in the place of work
- 1.2 Give a basic description of the problem

### Learning outcome 2

The learner will:

2. Be able to identify a solution to the problem

The learner can:

- 2.1 Identify a possible solution to the problem
- 2.2 List the steps that need to be taken to solve the problem
- 2.3 Identify sources of support to help solve the problem

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- simulated activity



## Unit 13 ICT for employment (J/502/4304)

<b>Unit summary</b>	This unit introduces learners to the broad range of technologies they could encounter so that they are aware of their uses. The unit covers basic forms of technology and how organisations use them.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional
<b>Barred units</b>	This unit is barred against M/502/3602.

### Learning outcome 1

The learner will:

1. Recognise the types of information and communication technology that are used in a place of work

The learner can:

- 1.1 Identify 3 different types of information and communication technology used in a place of work
- 1.2 Give a simple description of their uses

### Learning outcome 2

The learner will:

2. Know how to use relevant information and communication technology systems

The learner can:

- 2.1 Use 2 types of information and communication technology systems appropriately and within place of work guidelines
- 2.2 Identify who to contact for help and support when using information and communication technology

A Level 1 unit with similar content is also available as part of this qualification – see Unit 32 ICT for employment (M/502/3602).

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- simulated activity
- observation
- evidence from others ie witness testimonies

## Unit 14 Following instructions (L/502/4305)

<b>Unit summary</b>	This unit introduces learners to circumstances and contexts where following instructions is an important skill in the place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional
<b>Barred units</b>	This unit is barred against F/502/3605.

### Learning outcome 1

The learner will:

1. Know why it is important to follow instructions

The learner can:

- 1.1 Give a reason why it is important to follow instructions
- 1.2 Give an example of a situation where not following instructions could be unsafe

### Learning outcome 2

The learner will:

2. Be able to follow straight forward instructions

The learner can:

- 2.1 Demonstrate that they have understood the instructions
- 2.2 Ask questions to clarify their understanding of the instructions
- 2.3 Carry out the instructions appropriately

A Level 1 unit with similar content is also available as part of this qualification - see Unit 30 Following instructions (F/502/3605).

Types of evidence
Evidence could include: <ul style="list-style-type: none"><li>• reflective account/diary</li><li>• workbook</li><li>• questioning</li><li>• projects or assignments</li><li>• case studies</li></ul>

## Unit 15 Dealing with numbers in a place of work (R/502/4306)

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<b>Unit summary</b>	This unit shows learners the types of numbers they are likely to encounter in the place of work and how to deal with them.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

1. Recognise the ways in which numbers are used in a place of work

The learner can:

- 1.1 Identify 2 ways in which numbers are used in a place of work
- 1.2 Give an example of when they would need to use number calculations in a place of work, covering:
  - money
  - shapes and space
  - handling data
- 1.3 Give an example of when they would need to use measures in a place of work, looking at:
  - size
  - time
  - weight
  - proportions

---

### Learning outcome 2

The learner will:

2. Be able to use numbers appropriately in a place of work

The learner can:

- 2.1 Select and apply appropriate methods to make simple calculations and solve 2 different number problems they have been given
  - 2.2 Use simple procedures to check the accuracy of their calculations
  - 2.3 Communicate their calculations appropriately
-

### Unit 15 Dealing with numbers in a place of work (R/502/4306) cont'd

#### Types of evidence

Evidence could include:

- projects or assignments
- questioning
- short answer tests
- simulated activity
- workbook
- evidence from others

## Unit 16 Working in a team (F/502/4267)

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<b>Unit summary</b>	In this unit, learners will be introduced to some of the basic skills needed to work with others in a practical way and develop good working relationships.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

1. Understand the features of good team working

The learner can:

- 1.1 Identify the features of a good team
  - 1.2 Identify the ground rules that are needed for good team working
- 

### Learning outcome 2

The learner will:

2. Be able to work co-operatively with others in a team

The learner can:

- 2.1 Identify their role in a team
  - 2.2 Demonstrate how they work co-operatively with other team members, showing that:
    - they accept and respect that other team members may be different and have different views and ways of working
    - they accept and respect other team members' contributions and opinions
- 

### Learning outcome 3

The learner will:

3. Know how team members value each other's contributions

The learner can:

- 3.1 Give feedback to others in a supportive way
  - 3.2 Take on board feedback from others in the team
  - 3.3 Listen to others' suggestions and comments
-

## Unit 16 Working in a team (F/502/4267) (cont'd)

### Learning outcome 4

The learner will:

4. Be able to carry out a review of their team work

The learner can:

- 4.1 Identify what went well
- 4.2 Identify what they could improve on

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- candidate and peer reports
- simulated activity
- observation
- notes
- diary of events
- evidence from others ie witness testimonies

## Unit 17 Understanding conflict at work (L/600/1312)

<b>Unit summary</b>	This unit looks at 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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Recognise what can cause conflict in the place of work and know how conflict could be prevented

The learner can:

- 1.1 Give 2 examples of common causes of conflict in a place of work
- 1.2 Indicate how each example might be prevented

### Learning outcome 2

The learner will:

2. Recognise types of behaviour that are unacceptable in the place of work

The learner can:

- 2.1 State a type of behaviour that the Race Relations legislation says is unacceptable in any place of work
- 2.2 State a type of behaviour that the Disability Discrimination legislation says is unacceptable in any place of work.
- 2.3 State a type of behaviour that the Equal Opportunities legislation says is unacceptable in any place of work

#### Types of evidence

Evidence could include:

- workbook
- short answer test
- questioning

## Unit 18 Working with other employees (H/502/4309)

<b>Unit summary</b>	This unit builds on the 'Working in a team' unit (Unit 16) to introduce learners to the additional interpersonal skills needed when working with colleagues beyond their immediate team.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional
<b>Barred units</b>	This unit is barred against L/502/3610.

### Learning outcome 1

The learner will:

- 1 Recognise when they will need to work with people who are not part of their immediate team

The learner can:

- 1.1 Identify situations in which they will need to work with people who are not part of their immediate team.
- 1.2 Give a simple description of the roles and responsibilities of one of the people they may have to work with outside their team
- 1.3 State why working with someone outside their immediate team may be different from working with a team member

### Learning outcome 2

The learner will:

2. Work appropriately with other people who are not part of their immediate team

The learner can:

- 2.1 Carry out activities appropriately when working with people who are not part of their immediate team
- 2.2 Interact appropriately with people who are not part of their immediate team
- 2.3 Identify the different skills needed to work with people who are not part of their immediate team
- 2.4 Demonstrate that they can respect the different viewpoints and ways of working that they may come across when dealing with people in and beyond their immediate team

A Level 1 unit with similar content is also available as part of this qualification – see Unit 31 Working with colleagues (L/502/3610).



## Unit 18 Working with other employees (H/502/4309) cont'd

### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- projects or assignments
- case studies
- candidate and peer reports
- observation
- evidence from others
- witness testimonies

## Unit 19 Working with managers (Y/502/4307)

<b>Unit summary</b>	This unit introduces learners to the ways in which they might work with supervisors or managers in the place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Know about the role of managers in a place of work

The learner can:

- 1.1 Identify a manager in their place of work
- 1.2 Give a simple description of their role

### Learning outcome 2

The learner will:

2. Be able to work appropriately with a manager

The learner can:

- 2.1 Receive instructions and feedback positively from their manager
- 2.2 Interact appropriately with their manager in routine and day- to-day tasks
- 2.3 Ask for support and help from their manager when they need it

#### Types of evidence

Evidence could include:

- workbook
- reflective account/diary
- simulated activity
- questioning
- evidence from others, ie witness testimonies

## Unit 20 Social media in the workplace (J/506/7217)

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<b>Unit summary</b>	This unit provides learners with an understanding of how social media is used in the workplace, enabling them to stay safe and act responsibly and legally when using social media. It also equips learners with the skills required to contribute to social media.
<b>Credit value</b>	2
<b>Guided learning hours</b>	14
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

1. Know how social media is used in the workplace

The learner can:

- 1.1 Identify reasons for using social media in the workplace
  - 1.2 Identify social media services that are commonly used in the workplace
  - 1.3 Define commonly used social media terminology
- 

### Learning outcome 2

The learner will:

2. Know how to stay safe and act responsibly and legally when using social media in the workplace

The learner can:

- 2.1 Identify a risk to a business of using social media
  - 2.2 Identify a risk to an individual of using social media in the workplace
  - 2.3 Outline the legislation associated with using social media
-

## Unit 20 Social media in the workplace (J/506/7217) cont'd

### Learning outcome 3

The learner will:

3. Contribute to social media networks

The learner can:

- 3.1 Use social media search tools to find individuals and businesses
- 3.2 Follow the contributions of others
- 3.3 Engage in social media discussions
- 3.4 Publish content on a social media service

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- simulated activity
- observation
- evidence from others ie, witness testimonies

## Unit 21 Understanding money at work (A/502/4316)

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<b>Unit summary</b>	This unit introduces learners to dealing with their own and other people's money in a work situation and the types of money matters they might encounter.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

1. Understand how to deal with money in a straight forward work context

The learner can:

- 1.1 Identify situations when they will have to deal with money in the place of work
  - 1.2 Identify the methods they will use to deal with money in the place of work
- 

### Learning outcome 2

The learner will:

2. Understand the need for security and confidentiality when handling other people's money

The learner can:

- 2.1 Give an example of when they will need to handle other people's money in the place of work
  - 2.2 Give a reason why they need to handle other people's money safely and confidentially
- 

### Learning outcome 3

The learner will:

3. Understand the calculations associated with being paid

The learner can:

- 3.1 Use 2 different methods to make a simple purchase in the place of work
  - 3.2 Give a reason why each method was appropriate for each purchase
-

## Unit 21 Understanding money at work (A/502/4316) cont'd

### Types of evidence

Evidence could include:

- workbook
- questioning
- projects or assignments
- case studies
- short response test
- simulated activity
- evidence from others ie, witness testimonies

## Unit 22 Deciding on the right job for you (D/502/4311)

<b>Unit summary</b>	This unit aims to introduce learners to ways in which they can make choices and decisions about suitable employment areas and job roles.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Recognise their skills, abilities, strengths and interests

The learner can:

- 1.1 Identify their skills and abilities
- 1.2 Identify what they are good at and what they are interested in

### Learning outcome 2

The learner will:

2. Be able to match their skills, abilities, strengths and interests to potential job roles

The learner can:

- 2.1 Identify potential job roles related to their skills, abilities, strengths and interests using given sources
- 2.2 Choose the most appropriate job opportunities

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning

## Unit 23 Looking for work (K/502/4313)

<b>Unit summary</b>	This unit shows learners how 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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Know where to find information about potential job opportunities

The learner can:

- 1.1 Identify resources for carrying out searches for job opportunities
- 1.2 Identify sources of support and information that can help them when searching for job roles

### Learning outcome 2

The learner will:

2. Know how to carry out a search for potential job opportunities

The learner can:

- 2.1 Use an appropriate resource to carry out a search for potential job opportunities
- 2.2 Identify potential job opportunities

#### Types of evidence

Evidence could include:

- reflective account/diary
- projects or assignments
- brochures
- specialist sections in newspapers
- job applications and descriptions
- evidence from others
- hard copy evidence



## Unit 24 Completing an application form (M/502/4314)

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<b>Unit summary</b>	This unit introduces learners to the sort of information needed for a job application and how to complete a straightforward job application form.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

1. Recognise the types of information on a job application form

The learner can:

- 1.1 Identify the key types of information in an application form
  - 1.2 Identify the information they will need to prepare a straightforward application form
- 

### Learning outcome 2

The learner will:

2. Be able to prepare information for a straightforward application form

The learner can:

- 2.1 Collect the information they will need to prepare the application form
  - 2.2 Demonstrate that they have read and understood the instructions for completing the application form
- 

### Learning outcome 3

The learner will:

3. Know how to complete an application form correctly

The learner can:

- 3.1 Complete an application form using appropriate information
  - 3.2 Check the content of the form for accuracy
  - 3.3 Present the application form appropriately for the intended audience and purpose and in accordance with instructions
-

## Unit 24 Completing an application form (M/502/4314) cont'd

### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- observation
- completed application forms (annotations if needed)

## Unit 25 Getting ready for interviews (T/502/4315)

<b>Unit summary</b>	This unit introduces learners to the preparation needed for job interviews.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Understand how to find out information about the recruiting organisation

The learner can:

- 1.1 Identify who to contact to find out information about the job they are applying for
- 1.2 Identify the additional information they need to help them with their interview

### Learning outcome 2

The learner will:

2. Be able to prepare for an interview

The learner can:

- 2.1 Identify appropriate clothing to wear to the interview
- 2.2 Prepare for potential questions that an interviewer might ask at the interview and that they might want to ask
- 2.3 Give examples of appropriate speaking and listening skills they will need to demonstrate during the interview
- 2.4 Practise speaking and listening skills for their interview with an appropriate person

### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- notes
- questioning
- observation
- evidence from others, ie witness testimonies

## Unit 26 Health and safety in places of work (J/502/4321)

<b>Unit summary</b>	This unit introduces learners to working safely and being healthy at work.
<b>Credit value</b>	2
<b>Guided learning hours</b>	20
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Demonstrate an understanding of appropriate health and safety legislation for their place of work

The learner can:

- 1.1 Give a reason why health and safety legislation is important in the place of work
- 1.2 Identify the health and safety legislation that applies to their place of work

### Learning outcome 2

The learner will:

2. Recognise responsibility for keeping themselves and others safe

The learner can:

- 2.1 Identify the responsibilities they have for their own and others' health and safety
- 2.2 Carry out their work in a safe manner

#### Types of evidence

Evidence could include:

- workbook
- questioning
- short response test
- simulated activity
- observation
- evidence from others, ie witness testimonies

## Unit 27 Disclosing an offence (K/508/0896)

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<b>Unit summary</b>	This unit aims to help learners understand disclosure of convictions. It covers where to find details of convictions, spent and unspent convictions, why you would have to disclose any convictions, and how to write a basic disclosure letter.
<b>Credit value</b>	1
<b>Guided learning hours</b>	10
<b>Level</b>	Entry 3
<b>Mandatory/optional</b>	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 an example of where an individual can find details of their conviction(s)
  - 2.2 State what a spent conviction is
  - 2.3 State what an unspent conviction is
  - 2.4 State why you would have to disclose a conviction
-

## Unit 27 Disclosing an offence (K/508/0896) cont'd

### Learning outcome 3

The learner will:

3. Be able to write a disclosure letter

The learner can:

- 3.1 State what a disclosure letter is
- 3.2 Write a basic disclosure letter
- 3.3 Give an example of when you could use a disclosure letter
- 3.4 Identify a benefit of discussing a personalised disclosure letter in an interview

#### Types of evidence and assessment guidance

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 delivery and assessment of this unit it is beneficial to keep working drafts, class exercises, word matches.

Evidence could include:

- reflective account/diary
- workbook
- questioning
- case studies
- projects or assignments
- simulated activity
- observation
- evidence from others, ie witness testimonies from tutor or support worker

1.2 Legislation may include laws, acts etc. The tutor could refer to [legislation.gov.uk](http://legislation.gov.uk)

The tutor could ask a learner to find out what their conviction(s) is/are, where relevant, and when it/they will be classed as spent. The tutor could ask the learners to look at published case studies of spent and non-spent convictions.

The tutor could access information from websites (where learners do not have access) or could signpost learners to online resources and other published information.

2.3 The learner could produce a basic definition of a spent and an unspent conviction.

2.4 the tutor could produce a basic worksheet with examples of scenarios that the learner completes

## Unit 27 Disclosing an offence (K/508/0896) cont'd

### Types of evidence and assessment guidance

3.1 The learner should be aware of the potential consequences of not having a disclosure letter

3.2 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.

3.3 The tutor could create different scenarios and the learner identifies at what stage within those scenarios the disclosure letter should be used. This could include a non-employment scenario. 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.

3.4 The tutor could get the learner to think about it with regards to how they convey the information to the interviewer

## Unit 28 Dealing with your first days at work (R/502/3589)

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<b>Unit summary</b>	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 (formal or informal) and initial orientation.
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<b>Credit value</b>	1
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<b>Guided learning hours</b>	6
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<b>Level</b>	1
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<b>Mandatory/optional</b>	Optional
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### 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
-



## Unit 28 Dealing with your first days at work (R/502/3589) cont'd

### Learning outcome 3

The learner will:

3. Understand how to use additional support and advice

The learner can:

- 3.1 Identify additional support and advice that might be available eg:
  - Peer mentor
  - Staff handbook/intranet
- 3.2 Give 3 examples of how this support could help them during their first days at work

---

### 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 time keeping
  - listening carefully and checking understanding

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- multiple-choice test
- simulated activity

## Unit 29 How to keep improving (R/502/3592)

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<b>Unit summary</b>	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.
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<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional

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### 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

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### 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 29 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 out of the following 3 areas:
  - increased responsibility
  - change in role
  - working with new people

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- individual learning plan (with suitable annotations or supporting notes)
- multiple-choice test
- simulated activity
- observation

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

<b>Unit summary</b>	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.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	1
<b>Mandatory/optional</b>	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

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- primary source material supported with suitable annotations or notes
- short response test
- observation
- evidence from others

### Unit 31 Following instructions (F/502/3605)

<b>Unit summary</b>	This unit introduces learners to circumstances and contexts where following instructions is an important skill in the place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional
<b>Barred units</b>	This unit is barred against L/502/4305.

#### 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

#### Types of evidence

Evidence could include:

- observation
- evidence from others, ie witness testimonies from manager or supervisor

## Unit 32 Working with colleagues (L/502/3610)

<b>Unit summary</b>	This unit builds on the 'Working in a team' unit (Unit 16) to introduce learners to the additional interpersonal skills needed when working with colleagues beyond their immediate team.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional
<b>Barred units</b>	This unit is barred against H/502/4309.

### 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

### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- preparation materials
- witness testimonies from manager or supervisor

### Unit 33 ICT for employment (M/502/3602)

<b>Unit summary</b>	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.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	1
<b>Mandatory/optional</b>	Optional
<b>Barred units</b>	This unit is barred against J/502/4304.

#### 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 33 ICT for employment (M/502/3602) cont'd

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- short test response
- candidate reports
- witness testimonies from manager or supervisor



# 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 Entry Level Award in Employability Skills (Entry 3) and the NCFE Entry Level Certificate in Employability Skills (Entry 3) are internally assessed and externally quality assured.

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### 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 Tasks: Guidance for Centres' document on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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### Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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## 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.

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## **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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.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.

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## 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.

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# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Entry Level in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Contribute to</b>	Give ideas or opinions about the subject.
<b>Demonstrate</b>	Show an understanding of the subject.
<b>Describe</b>	Provide some details about the subject or item.
<b>Explain</b>	Provide some details about the subject with simple reasons showing how or why.
<b>Give (an example of...)</b>	Provide a relevant example to support the subject.
<b>Identify</b>	List or name some of the main points.
<b>Indicate</b>	Point out or show.
<b>Label</b>	Give the correct name to identify the subject.
<b>List</b>	Make a list of words, sentences or comments.
<b>Name</b>	Give the correct words which identify the subject.
<b>Order</b>	Arrange in a logical way.
<b>Plan</b>	Think about, organise and give information in a logical way. This could be presented as written information, a diagram or an illustration.
<b>Respond to</b>	Reply or answer in words.
<b>Show</b>	Give some information that includes knowledge about the subject.
<b>State</b>	Give some of the main points in brief, clear sentences.

# 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 dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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***\* To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***