



## Qualification Specification

GA Level 1 Award in Employability

603/1060/1

GA Level 1 Certificate in Employability

603/1063/7

These qualifications are subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.



## Section 1 - Qualifications Overview

### 1.1 Introduction: About the Employability Qualifications.

The Gatehouse Awards (GA) Employability qualifications are designed to provide candidates with knowledge, understanding, and skills to develop their employability and appeal to prospective employers.

This specification covers the GA Level 1 Award and Certificate in Employability.

This document provides centres and candidates with a comprehensive overview of the qualification content as well as the assessment and quality assurance requirements for these qualifications.

These qualifications are regulated by the Office of Qualifications and Examinations Regulations (Ofqual) in England and are part of the Regulated Qualifications Framework (RQF). All versions of these qualifications are listed on the Register of Regulated Qualification which is held on the Portal operated by Ofqual at <http://register.ofqual.gov.uk/Qualification>

The information contained within this document must be made available by Approved Centres to all members of staff involved with the administration, assessment and delivery of GA Employability qualifications. In addition, essential policies, procedures and forms can be found in the Centre Handbook and on the GA website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

### 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Next Review Date
<b>GA Level 1 Award in Employability</b>	<b>603/1060/1</b>	01/02/2017	31/01/2025
<b>GA Level 1 Certificate in Employability</b>	<b>603/1063/7</b>	01/02/2017	31/01/2025

### 1.3 Qualification Aims and Objectives

The aim of these qualifications is to provide candidates with the knowledge, understanding and skills to develop their employability and appeal to prospective employers.

The GA Employability qualifications recognise the development of candidates' personal knowledge to operate independently in work and life and allow them to develop their knowledge, understand and skills while they are in, or preparing to enter, the world of work.

The GA Level 1 Award and Certificate in Employability are for candidates who require or desire an introduction to knowledge, understanding and skills to serve as a foundation to their working life.

### 1.4 Qualification Structure and Overview

The GA Employability qualifications are listed on the Ofqual Register of Regulated Qualifications as part of the Regulated Qualifications Framework (RQF).

The structure of the Gatehouse Awards Employability qualifications is as follows:

<b>GA Level 1 Award in Employability</b>	Learners are free to choose units from two Groups, A & B to meet the rules of combination as they and their tutors see fit.
<b>GA Level 1 Certificate in Employability</b>	There are 18 units in total.

The GA Awards in Employability are not designed to replace existing qualifications.

### 1.5 Guided Learning Hours, Total Qualification Times and Credit Values

Qualification	Level	GLH*	TQT**	Credits	QAN
GA Level 1 Award in Employability	Level 1	55	69	7	603/1060/1
GA Level 1 Certificate in Employability	Level 1	115	145	15	603/1063/7

Units	Level	GLH	Credits	Unit Reference
Personal Qualities and Behaviours for Work	Level 1	15	2	K/615/4733
Searching for Job Opportunities	Level 1	10	1	M/615/4734
Producing a CV	Level 1	15	2	T/615/4735
Completing a Job Application	Level 1	15	2	A/615/4736
Preparing for Interviews	Level 1	15	2	F/615/4737
Inductions and First Days at Work	Level 1	20	2	J/615/4738

Being Health and Safe at Work	Entry 3	15	2	L/615/4739
Being Managed at Work	Level 1	10	1	F/615/4740
Teamwork for Employment	Level 1	15	2	J/615/4741
Effective Time Management	Level 1	15	2	L/615/4742
Following Instructions	Level 1	10	1	R/615/4743
Effective Customer Service	Level 1	10	1	D/615/4745
Solving Problems at Work	Level 1	10	1	K/615/4747
Social Media for Work	Level 1	25	3	T/615/4749
Understanding Finances and Budgets	Level 1	30	3	F/615/4754
Understand the Role of Representative Bodies	Level 1	10	1	L/615/4823
Understanding Conflict	Level 1	15	2	R/615/4810
Rights and Responsibilities in Employment	Level 1	15	2	D/615/4812

### \*Guided Learning Hours (GLH): Definition

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### \*\*Total Qualification Time (TQT): Definition

The number of Guided Learning Hours assigned, plus an estimate of the number of study 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, unlike Guided Learning, not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

The number of study hours a learner is expected to undertake in order to complete each unit is expressed in the ‘Study Time’ above. This, including the GLH, provides the Total Qualification Time, or TQT, and 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 these qualifications.

The estimates for Guided Learning Hours and Total Qualification Time above have been produced with due regard to information gathered from those with experience in education and training and is in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

## **Level**

The qualifications within this specification are designated at Entry Level 3 and Level 1 on the Regulated Qualification Framework (RQF) according to the Level Descriptors for knowledge and understanding, which build on those used within the Qualifications and Credit Framework (QCF) and the European Qualifications Framework (EQF). This means that these qualifications are considered by GA to lead to the outcome as follows:

Achievement at Level 1 reflects the ability to hold basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems. It includes the ability to recognise aspects of information which are relevant to the area of study or work. Learners at Level 1 are expected to be able to use basic cognitive and practical skills to complete well-defined routine tasks and procedures, select and use relevant information and be able to identify whether actions have been effective.

### **1.6 Intended Audience, Age and Entry Requirements**

The GA Level 1 Award and Certificate in Employability are available to candidates of all ages who require or desire an introduction to the knowledge, understanding and skills that would enhance their employment opportunities.

It is recommended that prior to commencing a programme of study leading to any of these qualifications, candidates receive detailed advice and guidance from the training provider in order to ensure the programme will meet their needs.

There are no formal entry requirements for these qualifications.

### **1.7 Rules of Combination**

In order to achieve the GA Level 1 Award in Employability, Candidates must achieve a minimum of 7 credits at Level 1, including at least 4 from units in Group A. The remaining credits can be taken from units in Group A or Group B.

In order to achieve the GA Level 1 Certificate in Employability, Candidates must achieve a minimum of 15 credits at Level 1, including at least 8 from units in Group A. The remaining credits can be taken from units in Group A or Group B.

There are no further Rules of Combination.

## **1.8 Recognition of Prior Learning and Transfer of Credits**

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA unit or units prior to the candidate taking the assessment for the qualification, or part of the qualification, they are registered for.

Any prior learning must be relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and GA will subsequently amend the requirements which a candidate must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the candidate's knowledge and skills are current, valid and sufficient the use of RPL may be acceptable for recognising achievement of a unit, units or whole qualification. The requirement for RPL in such instances will include a consideration of the currency of the knowledge gained by the candidate at the time they undertook the prior learning. RPL cannot be guaranteed in instances where industry practice or legislation has significantly changed in the time since the prior learning was undertaken / a previous award was issued.

No transfer of credits is permitted for these qualifications.

## **1.9 Relationship to Other Qualifications & Progression Opportunities**

The GA Level 1 Award and Certificate in Employability are ideal for candidates to progress onto further learning in a range of contexts or vocational settings and further qualifications which reflect the context in which they work, or aspire to work. For example, Level 2 qualifications in Employability Skills or further qualifications which serve as an introduction to specific occupational areas at Level 1 or Level 2.

## **1.10 Language of Assessment**

These qualifications are offered in English. Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

## **1.11 Grading**

All learning outcomes and assessment requirements must be met before a learner can be considered having achieved these qualifications.

These qualifications are not graded on a scale. Learners are assessed as Pass or Fail. Learners who aren't successful can resubmit work within the registration period.

### **1.12 Qualification Availability**

These qualifications are available via GA Approved Centres in the UK and internationally. If you would like further information on offering these qualifications, please contact us.

Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)



## **Section 2 – Qualification Delivery, Assessment Model and Certification**

### **2.1 Teaching and Learning Requirements**

Courses leading to these qualifications may consist of e-learning courses or classroom-based courses, or a blended option.

Learners can therefore undertake learning and assessment on a flexible basis.

Candidates must have suitable access to teaching and assessment staff as well as technical support. Specialist staff, high quality learning materials and access to assessment opportunities are essential for all centres.

Further details and guidance on the content of teaching and learning for each unit can be found in the Unit Specifications in Section 4 below.

### **2.2 Assessment and Quality Assurance Model**

These qualifications are delivered in-centre, where learners' work is internally assessed and internally moderated by centre staff to clearly show where learners have achieved the learning outcomes and qualification requirements. There is no requirement for external assessment.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA. Centres operating this model are subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

Due to the nature of the qualification unit content, simulation is permitted.

### **2.3 Registering Candidates & Unique Learner Numbers**

Candidates must be registered through the Ark, the GA online Learner Management System.

Owing to the Total Qualification Time of these qualifications, the validity period of registrations made will be 52 weeks. Should a candidate not have achieved in the timescale, a new registration is required.

Each approved GA centre is provided with a user account to allow approved staff access to the online system.

Where the Unique Learner Number (ULN) of a candidate is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

### **2.4 ID Requirements**

It is the responsibility of the centre to have systems in place to confirm each learner's identity.

Learners are required to declare that all work submitted for assessment is their own work.

## **2.5 Record Keeping**

Records of learner's details, their work and any records of Reasonable Adjustments, Special Considerations and records containing learners' personal details must be kept by the centre in line with the Data Protection Act 2018 (including GDPR and all relevant privacy regulations) for a minimum of 2 years.

The centre must operate a safe and effective system of care and comply with clinical and information governance requirements, with appropriate policies and procedures in place to maintain confidentiality related to clients, staff and learners.

All records must be easily retrievable and made available to GA or the Regulator upon request.

Portfolios must be retained until the following External Quality Assurance visit to allow them to be sampled. Following external moderation and the award of a qualification by GA, centres may return portfolios to learners.

Records of all internal quality assurance and moderation activity undertaken must be kept and made available to GA upon request.

## **Section 3 – Centre Requirements: Assessment & Quality Assurance**

Course providers offering these GA qualifications must ensure that they have the following resources in place.

### **3.1 Staff**

The knowledge and experience of all staff involved in the teaching, assessment and internal quality assurance of these qualifications will be considered during the approval and re-approval process and at External Quality Assurance Visits.

The course provider must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of these qualifications and must make records available to GA upon request. The information GA expects the course provider to hold for each member of staff includes, as a minimum:

- current up to date CV
- copies of relevant qualification certificates
- relevant and up to date CPD (Continuous Professional Development) records

The course provider must also ensure that they have the management and administrative arrangements in place which are suitable to support the registration of candidates and the qualification delivery.

### **Requirements for Teachers and Assessors**

Those delivering and assessing these qualifications must hold relevant qualifications.

Teachers and Assessors must hold relevant qualifications and have relevant expertise and experience.

GA recommends that Assessors hold relevant teaching or assessing qualifications suitable to support the making of appropriate and consistent assessment decisions.

Suitable teaching and assessing qualifications may include:

- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 or 4 PTLLS, or above (i.e. CTLLS or DTLLS)
- Level 3 or 4 Award/Certificate in Education and Training, Cert. Ed or PGCE
- Degree in Education
- Level 3 or 4 NVQ in Training and/or Learning & Development.

Assessors may be working towards a relevant equivalent teaching/assessing qualification under the guidance of a suitably qualified, experienced Assessor and their Internal Verifier.

Where a Teacher or Assessor does not hold teaching or assessing qualifications, they must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing.

All staff involved with the delivery and assessment of these qualifications must also be able to demonstrate ongoing professional development relevant to the sector subject area.

### **Requirements for Internal Moderators (also referred to as an Internal Quality Assurers or IQAs)**

Assessors may have one or several appointed Internal Moderators.

These qualifications are assessed by an Assessor and internally moderated and quality assured by an Internal Moderator to ensure standardisation, reliability, validity and sufficiency of the Assessor's assessment decisions.

Internal Moderators therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally quality assuring. It is the centre's responsibility to select and appoint Internal Moderators.

To be able to perform the internal moderation and quality assurance role, an Internal Moderator must:

- have up-to-date working knowledge and experience of the specific occupational field
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- hold one of the following Assessor qualifications or their recognised equivalent:
  - Level 3 Award in Assessing Competence in the Work Environment
  - Level 3 Certificate in Assessing Vocational Achievement
  - A1 Assess candidate performance using a range of methods
  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence
- hold one of the following internal quality assurance qualifications or their recognised equivalent:
  - Level 4 Award in Internal Quality Assurance of Assessment Processes and Practice
  - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
  - V1 Conduct internal quality assurance of the assessment process
  - D34 Internally verify the assessment process
- show current evidence of continuing professional development in assessment and quality assurance.
- In addition, Internal Moderators must be familiar with GA's qualification requirements.

Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced Internal Moderator.

The Internal Moderator must have relevant occupational experience and hold relevant qualifications in the particular subject area being assessed. They must hold a regulated qualification at least at the level of the qualification they are assessing.

The knowledge and experience of Teachers, Assessors and Internal Moderators will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **External Moderation (also referred to as External Quality Assurance or EQA)**

Assessment and internal moderation and quality assurance activities are subject to external moderation and wider scrutiny and centre controls as per GA's quality assurance arrangements for centre-assessed qualifications

### **3.2 Assessment of Candidates**

The centre must ensure that Assessors meet the requirements listed in Section 3.1 above in order to make assessment decisions leading to the award of these GA qualifications.

Candidates are assessed on the evidence contained within their portfolio.

Due to the nature of the qualification unit contents, simulation is permitted.

### **3.3 Portfolio Requirements**

Learners are expected to build a portfolio of evidence, clearly demonstrating where they have met the learning outcomes and qualification requirements.

Various types of evidence may be used, for example:

- essays/assignments
- short questions and answers
- workbooks
- professional discussions
- observations of performance in the workplace
- product evidence
- reflective accounts
- witness testimony
- records of questioning

Evidence in the portfolio should be mapped against the learning outcomes, reflect the type of evidence supplied and indicate its location within the portfolio. By using portfolio reference

numbers, it will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

All evidence must meet CRAVES requirements.

### 3.4 CRAVES Requirements

Assessors must ensure that all evidence within the learner's portfolio judged to meet GA's 'CRAVES' requirements is:

- **current:** the work is relevant at the time of the assessment
- **reliable:** the work is consistent with that produced by other learners
- **authentic:** the work is the candidate's own work
- **valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.5 Internal Moderation and Quality Assurance Arrangements

Internal Moderators (also known as Internal Quality Assurers or IQAs) ensure that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. IQA activities will include:

- ensuring Assessors are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that assessment decisions meet the GA 'CRAVES' requirements (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation and moderation of assessment decisions
- providing Assessors with clear and constructive feedback
- supporting Assessors and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose.

Sampling of assessment will be planned and carried out in line with a clear IQA and moderation strategy, which incorporates the number of learners, number of Assessors, and the experience and competency of Assessors.

Centre IQAs may wish to refer to the guidance documents provided by GA to approved centres (available on the Ark) in order to formulate an appropriate Sampling Strategy.

### 3.6 External Moderation and Quality Assurance Arrangements

All GA Approved Centres are entitled to two EQA visits per year. Additional visits can be requested, for which there may be an additional charge.

EQA activities will focus on the centre's continuing adherence to and maintenance of the *GA Centre Approval Criteria* and the criteria and requirements for the specific qualifications for which it holds approval. These include:

- checking that the management of the centre and the management arrangements relating to the qualification are sufficient
- checking that resources to support the delivery of the qualifications, including physical resources and staffing, are in place and sufficient
- ensuring that the centre has appropriate policies and procedures in place relevant to the organisation and to the delivery and quality assurance of the qualifications
- the use of assessment materials and the arrangements in place to ensure that evidence for assessment is 'CRAVES' (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- sampling assessment decisions against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- the internal moderation and quality assurance arrangements
- sampling internal moderation records against the qualification requirements across the range of levels, number of Assessors and assessment sites, according to the number of candidates
- administrative arrangements
- ensuring that any actions from moderation and wider quality assurance activity have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner's work, moderation of assessment, talking to learners and reviewing documentation and systems, the GA EQA will provide the centre with full support, advice and guidance as necessary.

### 3.7 Venue Requirements

When training premises are used in the delivery of teaching and assessment of these qualifications, centres should, wherever possible, provide suitable access in line with Disability Discrimination, Diversity & Equality law and regulations and any other regulations which apply.

### 3.8 Equipment

Centres must ensure that all products and equipment used in the delivery and assessment of these qualifications must be authorised by GA and confirmed as fit for purpose and compliant with current Health and Safety legislation and any other relevant regulations. This will be considered at approval and during the on-going monitoring of centres.

Where specific products and equipment are required for the delivery and assessment of a GA qualification, the suitability of the products and equipment at the centre will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### **3.9 Teaching and Learning Resources**

GA does not prescribe the use of set course books, workbooks or other materials but expects that Centres providing such courses should use relevant and up-to-date, high quality teaching and learning materials which allow candidates to adequately prepare for assessment.

All delivery and assessment resources should be inclusive of the principles of equality and diversity and the safeguarding of candidates.

#### **Useful Resources**

- Apprenticeships on gov.uk
- NOMIS (Labour Market Statistics)
- Chartered Institute of Personnel and Development (CIPD)
- Indeed

GA provides additional resources for these qualifications on the relevant qualification page of the website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

Any references to books, journals, websites or other third party materials and publications made in this Qualification Specification are made in good faith only and Gatehouse Awards does not accept responsibility for the content of such materials or any opinions expressed within them.

### **3.11 Results**

Centres may make claims for certification via the Ark when learners complete and the Assessor and Internal Moderator have confirmed achievement. Such claims for certification are subject to successful external moderation (EQA). Following the External Moderator's confirmation of a learner's achievement, GA will authorise claims for the certification of learners, details of which will be visible to the centre in the centre's Ark account. Certificates are usually issued within 10 working days of the award of the qualification.

### **3.12 Certificates**

The qualification certificate will indicate both the title and the level at which the qualification is achieved.

Certificates will only be issued to learners who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a learner has not achieved sufficient credits or failed to meet the rules of combination, the qualification certificate will not be issued.



Replacement certificates are available upon request.

Amendments to certificates are available upon request but may require the centre to provide evidence of the need for any amendment (e.g. learner proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.

### **3.13 Direct Claims Status (DCS)**

Direct Claims Status is not available for these qualifications.

### **3.14 Appeals and Enquiries**

GA has an appeals procedure in accordance with the arrangements for regulated qualifications.

General enquiries can be made at any time and should be directed to a GA Centre Administrator.

### **3.11 Ongoing Support**

There are a number of documents on the GA website that centres and candidates may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org)

The website is updated regularly with news, information about all GA qualifications, sample materials, updates on regulations and other important notices.

Within the centre, a named Examinations Officer is responsible for ensuring that all information and documents provided to centre staff and candidates are correct and up to date.

GA must be kept up to date with contact details of all changes of personnel so centres can be provided with the best level of support and guidance.

At the time of approval, centres are assigned a designated Centre Administrator who is their primary point of contact for all aspects of service or support.

Learners should always speak to a member of staff at the centre for information relating to GA and our qualifications prior to approaching GA directly.

Contact details for GA can be found on the GA website [www.gatehouseawards.org](http://www.gatehouseawards.org).

## Section 4 – Unit Specifications

### Unit 1 - Personal Qualities and Behaviours for Work

Unit Title		Unit Number	
Personal Qualities and Behaviours for Work		K/615/4733	
The learner will be able to:		The learner can:	
1	Understand how personal qualities and behaviours can improve employment prospects	1.1	Identify personal qualities and behaviours that make someone a good employee
		1.2	Outline how these qualities and behaviours will help when job searching or in employment
		1.3	Identify their own personal qualities and behaviours that will make them a good employee
		1.4	Outline situations when they have demonstrated these personal qualities and behaviours
		1.5	Identify ways to improve their own personal qualities and behaviours for work

Unit Level	Level 1	Credit Value	2	Guided Learning Hours	15
Unit Aim	The aim of this unit is to enable a learner to understand behaviours and personality traits that appeal to employers, identify those traits, and to know how to develop them.				

## Unit 2 - Searching for Job Opportunities

Unit Title		Unit Number	
Searching for Job Opportunities		M/615/4734	
The learner will be able to:		The learner can:	
1	Understand how to search for appropriate job opportunities	1.1	Identify sources of information, advice, and guidance when searching for job opportunities
		1.2	Identify different types of jobs or job roles that would be suitable for them
2	Search for job opportunities	2.1	Identify 5 jobs that they would be interested in applying for
		2.2	Save the information about the jobs they want to apply for in an appropriate format
3	Understand the skills, qualifications and experience needed for different jobs	3.1	Outline the skills, qualifications and experience that they have that make them suitable for a job they are interested in applying for
		3.2	Identify ways to improve their skills, qualifications and experience

Unit Level	Level 1	Credit Value	1	Guided Learning Hours	10
Unit Aim	The aim of this unit is to enable a learner to search for and identify appropriate job opportunities that match with their areas of experience and interests and know how to develop their ability to meet the requirements of different opportunities.				

### Unit 3 - Producing a CV

Unit Title		Unit Number	
Producing a CV		T/615/4735	
The learner will be able to:		The learner can:	
1	Understand how to produce a CV	1.1	Identify the key information usually included in a CV
		1.2	Identify how a CV should be presented including layout and format
2	Understand the importance of referees in the recruitment process	2.1	Outline why it is important to include referees on a CV
		2.2	Identify 2 people who they could use as referees
		2.3	Outline why they would be a suitable referee
3	Produce a CV	3.1	Produce an accurate and up to date CV
		3.2	Save their CV in an appropriate format

Unit Level	Level 1	Credit Value	2	Guided Learning Hours	15
Unit Aim	The aim of this unit is to enable a learner to produce and effective and engaging CV, including pertinent and accurate information and selecting suitable people to act as referees				

## Unit 4 - Completing a Job Application

Unit Title		Unit Number
Completing a Job Application		A/615/4736
The learner will be able to:	The learner can:	
1	Understand what to include in a job application	1.1 Identify the key information usually needed in a job application
		1.2 Identify what to include in a supporting letter or email
		1.3 Identify the appropriate layout and format of a supporting letter or email
2	Complete a job application including a supporting letter/statement	2.1 Complete a job application
		2.2 Produce a supporting letter or email using accurate and current information, appropriate layout and format
		2.3 Save job application information in an appropriate format

<b>Unit Level</b>	Level 1	<b>Credit Value</b>	2	<b>Guided Learning Hours</b>	15
<b>Unit Aim</b>	The aim of this unit is to enable a learner to complete job applications including forms and supporting statements				

## Unit 5 - Preparing for Interviews

Unit Title		Unit Number	
Preparing for Interviews		F/615/4737	
The learner will be able to:		The learner can:	
1	Understand how to prepare for an interview	1.1	Identify information they need to find out about the job/organisation before an interview
		1.2	Outline questions they might be asked during an interview
		1.3	Outline questions they could ask during an interview
		1.4	Identify ways to leave a good first impression in an interview including personal appearance, behaviour and attitude
2	Take part in a mock interview	2.1	Demonstrate good verbal and listening skills and positive body language during an interview
		2.2	Demonstrate personal qualities and behaviours expected during an interview
3	Identify strengths and areas of improvement in own performance	3.1	Identify strengths in their own performance during an interview
		3.2	Identify areas for improvement in their own performance during an interview

Unit Level	Level 1	Credit Value	2	Guided Learning Hours	15
Unit Aim	The aim of this unit is to enable a learner to understand different selection methods they may encounter and how to prepare for interviews.				

## Unit 6 - Inductions and First Days at Work

Unit Title		Unit Number	
Understanding Inductions and First Days at Work		J/615/4738	
The learner will be able to:		The learner can:	
1	Understand the purpose of an induction	1.1	Outline the purpose of an induction
		1.2	Identify information they might find out during an induction
2	Understand the importance of an induction and making a good first impression	2.1	Identify information they might need to give to their new employer during an induction
		2.2	Outline why first impressions are important in a work setting
		2.3	Identify ways to give a good first impression at work including personal appearance, behaviour and attitude

<b>Unit Level</b>	Level 1	<b>Credit Value</b>	2	<b>Guided Learning Hours</b>	20
<b>Unit Aim</b>	The aim of this unit is to enable a learner to understand how to approach inductions and their first days at work; where they can find sources of information about their new role and how to make a good first impression				

## Unit 7 – Being Healthy and Safe at Work

Unit Title		Unit Number	
Being Health and Safe at Work		L/615/4739	
The learner will be able to:		The learner can:	
1	Understand health and safety requirements in the workplace	1.1	Identify examples of health and safety requirements in the workplace
		1.2	Identify potential hazards in the workplace
		1.3	Outline examples of ways to manage or reduce these hazards
2	Carry out tasks safely	2.1	Follow instructions for working safely
		2.2	Use tools and/or equipment correctly and safely
		2.3	Demonstrate correct manual handling techniques
		2.4	Maintain a clean, tidy and safe environment
3	Understand how to respond to emergencies and accidents	3.1	Outline the arrangements in the workplace for emergencies and first aid
		3.2	Identify location of first aid equipment

Unit Level	Entry 3	Credit Value	2	Guided Learning Hours	15
Unit Aim	The aim of this unit is to enable a learner to remain healthy and safe in a place of learning or work, including following instructions, using equipment, as well as how to respond to emergency situations.				



## Unit 8 - Being Managed at Work

Unit Title		Unit Number	
Being Managed at Work		F/615/4740	
The learner will be able to:		The learner can:	
1	Understand the importance of good management in the workplace	1.1	Outline how a good manager contributes to the success of an organisation
		1.2	Outline how a good manager contributes to the success of people they manage
		1.3	Outline situations when having a good manager is important
2	Understand personal qualities and behaviours needed when being managed in the workplace	2.1	Identify personal qualities and behaviours they would expect from a good manager
		2.2	Identify personal qualities and behaviours a manager would expect from them
3	Take part in a positive interaction with a manager	3.1	Demonstrate personal qualities and behaviours during an interaction with a manager

Unit Level	Level 1	Credit Value	1	Guided Learning Hours	10
Unit Aim	The aim of this unit is to enable a learner to understand the role played by managers in the workplace, and aspects of a good manager-employee relationship.				

## Unit 9 - Teamwork for Employment

Unit Title		Unit Number	
Teamwork for Employment		J/615/4741	
The learner will be able to:		The learner can:	
1	Understanding teamwork	1.1	Outline key skills needed when working as part of a team
		1.2	Identify situations where working as a team is effective
		1.3	Identify potential problems that can occur when working as part of a team
2	Work as an effective part of a team	2.1	Use effective communication skills to work with members of a team
		2.2	Demonstrate personal qualities and behaviours associated with effective teamwork
3	Understand own strengths and areas for improvement when working as part of a team	3.1	Outline what went well and what did not go well when working as part of a team
		3.2	Identify own strengths when working as part of a team
		3.3	Identify own ways to improve when working as part of a team

Unit Level	Level 1	Credit Value	2	Guided Learning Hours	15
Unit Aim	The aim of this unit is to enable a learner to understand the role teamwork plays in the world of work, and how to work effectively as part of a team				

## Unit 10 - Effective Time Management

Unit Title		Unit Number	
Effective Time Management		L/615/4742	
The learner will be able to:		The learner can:	
1	Understand the importance of punctuality and reliability	1.1	Outline why being punctual and reliable is important for work
		1.2	Outline why time management is important for work
		1.3	Outline what can happen if they don't have good time management at work
2	Understand how to effectively manage their time at work	2.1	Outline ways to manage their time effectively at work
		2.2	Identify strengths in their own time management skills
		2.3	Outline ways to improve their own skills in time management for work

Unit Level	Level 1	Credit Value	2	Guided Learning Hours	15
Unit Aim	The aim of this unit is to enable a learner to understand the importance of being reliable and punctual, in both a personal and professional capacity, including recognising their own time management skills and how to develop them				

## Unit 11 - Following Instructions

Unit Title		Unit Number	
Following Instructions		R/615/4743	
The learner will be able to:		The learner can:	
1	Understand different types of instructions	1.1	Outline situations when they might be given instructions at work
		1.2	Identify different ways they might be given instructions
2	Demonstrate how to follow different types of instructions	2.1	Demonstrate active listening when being given spoken instructions
		2.2	Follow spoken instructions effectively
		2.3	Follow written instructions effectively

Unit Level	Level 1	Credit Value	1	Guided Learning Hours	10
Unit Aim	The aim of this unit is to enable a learner to understand how to follow instructions given in different media, including the ability to consume and summarise specific instructions given to them.				

## Unit 12 - Effective Customer Service

Unit Title		Unit Number	
Effective Customer Service		D/615/4745	
The learner will be able to:		The learner can:	
1	Understand effective customer service	1.1	Outline why it is important to give good customer service
		1.2	Outline situations when good customer service was demonstrated
2	demonstrate effective customer service	2.1	Identify examples of good customer service techniques
		2.2	Use appropriate customer service skills in a familiar setting
		2.3	Use effective speaking and listening skills to solve a customer's problem or complaint

Unit Level	Level 1	Credit Value	1	Guided Learning Hours	10
Unit Aim	The aim of this unit is to enable a learner to understand customers, their needs, and how to meet those needs.				

### Unit 13 - Solving Problems at Work

Unit Title		Unit Number	
Solving Problems at Work		K/615/4747	
The learner will be able to:		The learner can:	
1	Understand problems in a work setting	1.1	Identify different problems that they might find in a work setting
2	Understand how problems can be solved	2.1	Identify the skills needed when problem solving (e.g., being creative/open minded)
		2.2	Identify the steps involved in problem solving
3	understand how to use problem solving skills	3.1	Identify a possible problem in a specific work setting
		3.2	Outline what they would do to solve the problem

<b>Unit Level</b>	Level 1	<b>Credit Value</b>	1	<b>Guided Learning Hours</b>	10
<b>Unit Aim</b>	The aim of this unit is to enable a learner to understand the problems people come across in a workplace and possible ways to solve such problems.				

## Unit 14 - Using Social Media for Work

Unit Title		Unit Number	
Using Social Media for Work		T/615/4749	
The learner will be able to:		The learner can:	
1	Understand social media for work	1.1	Outline ways businesses can use social media
		1.2	Identify situations when businesses have used social media to engage with them
		1.3	Outline positive and negative experiences they have had with businesses using social media
		1.4	Identify different social media platforms that businesses may use
2	Understand online threats to privacy and security	2.1	Outline potential online threats to privacy and security when using social media
		2.2	Describe ways to protect privacy and security when using social media for work
3	Use and maintain a social media account	3.1	Identify the purpose of a social media account for a business
		3.2	Identify the target market that they want to reach using social media
		3.3	Identify appropriate individuals or businesses to engage with using their social media account
		3.4	Set up a social media account for their purpose
		3.5	Create and publish content using their social media account for your specific purpose
		3.6	Engage with individuals and/or businesses using their social media account

		3.7	Check the privacy and security settings of their social media account
		3.8	Select an appropriate level of privacy and security settings for their social media account

<b>Unit Level</b>	Level 1	<b>Credit Value</b>	3	<b>Guided Learning Hours</b>	25
<b>Unit Aim</b>	The aim of this unit is to enable a learner to be able to use social media platforms to aid in their working life.				



## Unit 15 - Understanding Finances and Budgets

Unit Title		Unit Number	
Understanding Finances and Budgets		F/615/4754	
The learner will be able to:		The learner can:	
1	Understand income	1.1	Identify their main sources of income
		1.2	Identify when and how often they receive this income
		1.3	Identify ways of increasing their income
2	Understand expenses	2.1	Identify their main expenses
		2.2	Identify when and how often they pay these expenses
		2.3	Identify ways of reducing expenses
		2.4	Outline how to plan for unexpected expenses
		2.5	Identify different ways of paying expenses
3	Understand financial services and products	3.1	Identify different financial services and products provided by banks
		3.2	Outline the features of relevant products and financial services provided by banks
4	Understand saving money	4.1	Identify sources of information, advice, or guidance for saving money and budgeting
		4.2	Outline why saving money is important

Unit Title		Unit Number
	4.3	Identify ways to save money
5	Make a budget plan	5.1 Make a budget plan for a one-month period

<b>Unit Level</b>	Level 1	<b>Credit Value</b>	3	<b>Guided Learning Hours</b>	30
<b>Unit Aim</b>	The aim of this unit is to enable a learner to understand different aspects of finances and budgeting relevant to them				

## Unit 16 - Understanding the Role of Representative Bodies

Unit Title		Unit Number	
Understanding the Role of Representative Bodies		L/615/4823	
The learner will be able to:		The learner can:	
1	Understand the role of representative bodies	1.1	Identify different types of representative bodies
		1.2	Outline the role of each type of representative body
		1.3	Identify examples of representative bodies in a specific employment sector
2	Understand the benefits of representative bodies	2.1	Outline the benefits of representative bodies for employers
		2.2	Outline the benefits of representative bodies for employees

<b>Unit Level</b>	Level 1	<b>Credit Value</b>	1	<b>Guided Learning Hours</b>	10
<b>Unit Aim</b>	The aim of this unit is to enable a learner to understand the role and impact of different representative bodies.				

## Unit 17 - Understanding Conflict

Unit Title		Unit Number
Understanding Conflict		R/615/4810
The learner will be able to:	The learner can:	
1 Understand causes of conflict	1.1	Describe situations when you have experienced conflict
	1.2	Identify potential causes of conflict
2 Understand potential consequences of conflict	2.1	Outline potential negative consequences of conflict
	2.2	Outline potential positive consequences of conflict
3 Understand responses to conflict	3.1	Identify emotional reactions people may have in a conflict situation
	3.2	Identify physical reactions people may have in a conflict situation
4 Understand how to reduce or avoid conflict	4.1	Outline ways to reduce or avoid conflict

Unit Level	Level 1	Credit Value	2	Guided Learning Hours	15
Unit Aim	The aim of this unit is to enable a learner to understand conflict, its potential underlying causes, immediate consequences and the impact it has on people.				

## Unit 18 - Rights and Responsibilities in Employment

Unit Title		Unit Number
Rights and Responsibilities in Employment		D/615/4812
The learner will be able to:	The learner can:	
1 Understand your rights as an employee	1.1	Identify the key rights of employees
	1.2	Outline employee rights regarding payment, notice periods and redundancy
	1.3	Outline employee rights regarding holiday, absence and sickness
	1.4	Outline employee rights regarding discrimination and protected characteristics
2 Understand how to access information and advice, and guidance about employee rights and responsibilities	2.1	Identify internal and external sources of information, advice, and guidance about your rights as an employee
	2.2	Outline situations in which you might need to access information, advice and guidance as an employee
3 Understand the relevance of policies and procedures	3.1	Identify the policies and procedures that companies may have in place regarding rights and responsibilities
	3.2	Outline the importance of being aware of a company's policies and procedures regarding their own rights as an employee and your responsibilities
4 Understand employer expectations	4.1	Outline potential employer expectations regarding employee's personal standards and behaviours
	4.2	Outline potential consequences for employees if expectations are not met

Unit Level	Level 1	Credit Value	2	Guided Learning Hours	15
Unit Aim	<p>The aim of this unit is to enable a Learner to understand their rights and responsibilities when they are in employment including codes of conduct and practice, representative bodies, expectations from employers, and where to find information, advice, and guidance.</p>				

## Appendix 1: Internal Moderation and Quality Assurance Regulations and Guidance

### 3.1 Introduction to Internal Moderation

Internal Moderation is a centre's internal system that ensures learner evidence is complete and genuinely meets all the required criteria by which the learner is judged to have met in order to be awarded a qualification. The process involves regularly sampling and evaluating the centre's assessment practices and decisions, and it is the Internal Moderator's responsibility to act on their findings to ensure consistency and fairness.

Ensuring quality standards are maintained and are consistent within and across a centre's provision is the responsibility of the head of centre, who must ensure that suitable staff are in place to act as Internal Moderator(s) and provide full support and standards scrutiny of the centre's Assessment decisions.

### 3.2 Internal Moderation Processes

Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

These processes are conducted by one Internal Moderator or, if there is more than one, a team of Internal Moderators who are under the direction of a Lead Internal Moderator.

Information about the experience and qualification requirements for Internal Moderators is provided in the *Qualification Specification*.

### 3.3. Co-ordination of the Assessment Process

Prior to delivery commencing, it is the Internal Moderator who will confirm that assessment tasks are appropriate. This may involve checking that proposed assessment activities, plans for practical assessments, or the briefs of any assignments or reports are fit for purpose. It may also include checking that internal tests or examination materials are fit for purpose.

In order to ensure that the planned assessment activities and materials are fit for purpose, the Internal Moderator will consider and judge whether the activities and materials provide inclusive opportunities for all learners to meet the assessment objectives and generate evidence which is current, reliable, authentic, valid, able to be evaluated and sufficient to meet the requirements of the qualification.

During delivery of assessment, Internal Moderators will work with the Assessment team, ensuring that assessment practices are being carried out correctly. This may involve observing assessment taking place.

### 3.4 Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Internal Moderators are expected to ensure high levels of consistency across Assessors and centre delivery sites through sharing good practice and providing feedback and support, doing so accurately and in good time. The internal Moderator may highlight areas for further CPD or additional training as necessary.

### 3.5. Sampling Process

When planning and carrying out internal moderation activities, it is important that the Internal Moderator works to a sound sampling strategy to ensure that standardisation of assessment decisions can take place.

A centre's sampling strategy involves reviewing the quality of Assessor's judgements, which will include reviewing learner work.

The learner work may be sampled before the learner has completed the full qualification, for example by sampling one or two assignments, topic areas or units, as the learner completes them.

The Internal Moderator should check that planning and reviewing has taken place and feedback is given to learners by the Assessor. The Internal Moderator will also check and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Moderator will therefore be able to evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It will highlight individual Assessor training and development needs, which in turn can inform the programme of CPD for the assessment team as a whole.

The Internal Moderator must plan their sampling activities as outlined below.

### 3.6 Establishing a Sampling Strategy

Sampling should enable the Internal Moderator to evaluate how Assessors have reached their decisions. They must be able to follow documentation which clearly shows that Assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by Assessors as '**CRAVES**'



- **Current:** the work is relevant at the time of the assessment
- **Reliable:** the work is consistent with that produced by other learners
- **Authentic:** the work is the learner's own work
- **Valid:** the work is relevant and appropriate to the subject being assessed and is at the required level
- **Evaluated:** where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner resulting in improvements in knowledge or competency leading to the award
- **Sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

### 3.7 Planning Sampling Activities

The Internal Moderator should consider the following when considering the volume of work that they should sample:

- the learners' ethnic origin, age and gender to ensure a representative range of learners are sampled
- the Assessors' experience and qualifications, workload and their occupational competence. For example, if Assessors are qualified and experienced it may not be necessary to look at everything in a learner's portfolio. If Assessors have less than 12 months' experience, are new to the centre or a particular qualification, or perhaps have not assessed for a length of time, the Internal Moderator will need to sample substantially more of their decisions for the first 6 - 12 months
- the full range of assessment methods used for any one qualification, for example observation, witness testimony, professional discussion, reflective accounts, questioning, assignments, products, RPL, simulation, etc and ensure a good, representative range of assessment evidence is sampled
- previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the Internal Moderator has a particular concern regarding the assessment decisions of a particular Assessor they should focus on increasing the volume of work from that Assessor to continue increased monitoring and evaluation of risk
- whether any changes have been implemented relating to the assessment of the qualification or its units, for example if there have been amendments to the qualification specification, or instances where industry practice or legislation has changed
- the range of locations where assessments have taken place
- the sampling process must not be determined by any rule of thumb such as '10%.'

### **3.8 Producing a Sampling Plan**

The Internal Moderator must develop a sampling plan at the beginning of the learner's (or cohort's) programme and record, on the plan, which topic areas/assessment methods they plan to sample, and when.

Copies of sampling plans should be made available to other Internal Moderators and the assessment team, and sampling carried out according to the plan.

Where variations are made, these should be recorded on the plan.

### **3.9 Completing a Sample Record**

The Internal Moderator should record the quality assurance sampling activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Internal Moderator's decision and relevant feedback to the Assessor.

Where the Internal Moderator agrees with the assessment decisions, certification claims can go ahead.

Where the Internal Moderator does not agree with the assessment decisions, full feedback must be given to the Assessor, with action points agreed which relate to the Assessor's areas for improvement and instructions for how the learner can be supported to produce the required evidence of knowledge and skills.

Sampling must take place before any certification claims are made by the centre and all records, including those of standardisation meetings, feedback to Assessors and CPD activity should be made available to the GA-appointed External Moderator (also referred to as the EQA) upon request.

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