



## Qualification Specification

### Entry Level 1

GA Entry Level Award in Preparing for Employment (Entry 1)	603/5593/1
GA Entry Level Certificate in Preparing for Employment (Entry 1)	603/5594/3
GA Entry Level Extended Certificate in Preparing for Employment (Entry 1)	603/5595/5
GA Entry Level Diploma in Preparing for Employment (Entry 1)	603/5596/7

### Entry Level 2

GA Entry Level Award in Preparing for Employment (Entry 2)	603/5597/9
GA Entry Level Certificate in Preparing for Employment (Entry 2)	603/5598/0
GA Entry Level Extended Certificate in Preparing for Employment (Entry 2)	603/5599/2
GA Entry Level Diploma in Preparing for Employment (Entry 2)	603/5600/5

### Entry Level 3

GA Entry Level Award in Preparing for Employment (Entry 3)	603/5601/7
GA Entry Level Certificate in Preparing for Employment (Entry 3)	603/5602/9
GA Entry Level Extended Certificate in Preparing for Employment (Entry 3)	603/5603/0
GA Entry Level Diploma in Preparing for Employment (Entry 3)	603/5604/2

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 Entry Level Preparing for Employment Qualifications

The Gatehouse Awards (GA) Preparing for Employment 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 Entry Level 1, 2 and 3 Award, Certificate, Extended Certificate and Diplomas in Preparing for Employment.

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

Level	Title	QAN	Operational Start Date	Operational Review Date
Entry Level 1	GA Entry Level Award in Preparing for Employment (Entry 1)	603/5593/1	09/03/2020	28/02/2025
	GA Entry Level Certificate in Preparing for Employment (Entry 1)	603/5594/3	09/03/2020	28/02/2025
	GA Entry Level Extended Certificate in Preparing for Employment (Entry 1)	603/5595/5	09/03/2020	28/02/2025
	GA Entry Level Diploma in Preparing for Employment (Entry 1)	603/5596/7	09/03/2020	28/02/2025

Level	Title	QAN	Operational Start Date	Operational Review Date
Entry Level 2	GA Entry Level Award in Preparing for Employment (Entry 2)	603/5597/9	09/03/2020	28/02/2025
	GA Entry Level Certificate in Preparing for Employment (Entry 2)	603/5598/0	09/03/2020	28/02/2025
	GA Entry Level Extended Certificate in Preparing for Employment (Entry 2)	603/5599/2	09/03/2020	28/02/2025
	GA Entry Level Diploma in Preparing for Employment (Entry 2)	603/5600/5	09/03/2020	28/02/2025

Level	Title	QAN	Operational Start Date	Operational Review Date
Entry Level 3	GA Entry Level Award in Preparing for Employment (Entry 3)	603/5601/7	09/03/2020	28/02/2025
	GA Entry Level Certificate in Preparing for Employment (Entry 3)	603/5602/9	09/03/2020	28/02/2025
	GA Entry Level Extended Certificate in Preparing for Employment (Entry 3)	603/5603/0	09/03/2020	28/02/2025
	GA Entry Level Diploma in Preparing for Employment (Entry 3)	603/5604/2	09/03/2020	28/02/2025

### 1.3 Qualification Aims and Objectives

The Gatehouse Awards (GA) qualifications in Preparing for Employment are available at three levels, from Entry Level 1 to Entry Level 3.

They are designed to address the needs of learners working at Entry Level, who are starting their journey towards employment. The qualifications provide a good starting point for learners who want to progress onto vocational education and training and into employment. These qualifications are also suitable for learners with learning difficulties, disabilities, other barriers to learning and work or learners for whom English is a second language. The qualifications provide a sound foundation for lifelong learning and focus on the development of the transferable social, life and work skills necessary for life and work.

The GA qualifications in Preparing for Employment at Entry Levels 1, 2 and 3 are designed to provide learners with the knowledge, understanding, and skills to develop their employability skills, appeal to prospective employers and prepare to enter the world of work. These qualifications enable the learner to build their confidence and motivation to seek, secure and sustain meaningful employment.

These qualifications have been developed in collaboration with providers of education and employability support.

## 1.4 Qualification Structure and Overview

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

The structure of the GA Preparing for Employment qualifications is as follows:

Learners are free to choose any units at the level of the qualification to meet the rules of combination as they and their tutors see fit. Any combination of units at the level of the qualification leading to the minimum number of credits required is sufficient to meet the requirements of the qualification.

These Preparing for Employment qualifications are not designed to replace existing qualifications.

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

Qualification	Level	GLH*	TQT**	Credits
GA Entry Level Award in Preparing for Employment (Entry 1)	E1	90	90	9
GA Entry Level Certificate in Preparing for Employment (Entry 1)	E1	150	150	15
GA Entry Level Extended Certificate in Preparing for Employment (Entry 1)	E1	240	240	24
GA Entry Level Diploma in Preparing for Employment (Entry 1)	E1	370	370	37
GA Entry Level Award in Preparing for Employment (Entry 2)	E2	90	90	9
GA Entry Level Certificate in Preparing for Employment (Entry 2)	E2	150	150	15
GA Entry Level Extended Certificate in Preparing for Employment (Entry 2)	E2	240	240	24
GA Entry Level Diploma in Preparing for Employment (Entry 2)	E2	370	370	37
GA Entry Level Award in Preparing for Employment (Entry 3)	E3	90	90	9
GA Entry Level Certificate in Preparing for Employment (Entry 3)	E3	150	150	15
GA Entry Level Extended Certificate in Preparing for Employment (Entry 3)	E3	240	240	24

GA Entry Level Diploma in Preparing for Employment (Entry 3)	E3	370	370	37
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### \*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 Entry Level 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.

Achievement at Entry Level 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance, and reflects the ability to know or understand the steps needed and how to carry out simple, familiar activities. It also includes the ability to carry out simple, familiar tasks and activities, follow instructions or use rehearsed steps to complete tasks and activities.

Achievement at Entry Level 3 reflects the ability to hold a basic knowledge or understanding of a subject and/or carry out simple, familiar tasks, and reflects the ability to know and understand the steps needed and how to carry out structured tasks and activities in familiar contexts. It also includes the ability to recognise the consequences of actions for self and others.

## Component Units

Entry Level 1 Unit Titles		GLH	Credits	Unit Reference
1	Exploring the World of Work	20	2	M/617/9410
2	Exploring Occupational Areas	20	2	Y/617/9420
3	Personal Manner and Conduct at Work	20	2	D/617/9421
4	Communicating in the Workplace	20	2	A/617/9412
5	Being Healthy and Safe in a Place of Work	20	2	Y/617/9417
6	Following Workplace Instructions	20	2	M/617/9424
7	Skills for Travelling To and From Work	20	2	K/617/9423
8	Planning for Personal Success	20	2	D/617/9418
9	Finding a Job or a Course	20	2	R/617/9416
10	Applying for a Job or a Course	20	2	T/617/9411
11	Exploring CVs	20	2	L/617/9415
12	Recognising Change	10	1	H/617/9419
13	Dealing with Work-Related Problems	20	2	F/617/9413
14	Rights and Responsibilities at Work	20	2	H/617/9422
15	Preparing for an Interview	20	2	T/617/9425
16	Preparing to Volunteer	20	2	A/617/9426
17	Preparing for a Work Placement	20	2	F/617/9427
18	Environmental Awareness in the Workplace	20	2	J/617/9414
19	Handling Money	20	2	Y/617/9692
20	Using ICT	20	2	R/617/9738
21	Number Skills for Work	20	2	H/617/9744
22	Speaking and Listening Skills for Work	20	2	F/617/9749
23	Reading Skills for Work	20	2	T/617/9750
24	Writing Skills for Work	20	2	A/617/9751

Entry Level 2 Unit Titles		GLH	Credits	Unit Reference
1	Exploring the World of Work	20	2	M/617/9438
2	Exploring Occupational Areas	20	2	M/617/9441
3	Personal Manner and Conduct at Work	20	2	T/617/9442
4	Communicating in the Workplace	20	2	A/617/9443
5	Being Healthy and Safe in a Place of Work	20	2	R/617/9433
6	Following Workplace Instructions	20	2	K/617/9535
7	Skills for Travelling To and From Work	20	2	T/617/9537
8	Planning for Personal Success	20	2	T/617/9540
9	Finding a Job or a Course	20	2	F/617/9542
10	Applying for a Job or a Course	20	2	J/617/9543
11	Exploring CVs	20	2	L/617/9544
12	Understanding Change	10	1	R/617/9545
13	Dealing with Work-Related Problems	20	2	Y/617/9546
14	Rights and Responsibilities at Work	20	2	K/617/9552
15	Preparing for an Interview	20	2	M/617/9553
16	Preparing to Volunteer	20	2	T/617/9554
17	Preparing for a Work Placement	20	2	J/617/9560
18	Environmental Awareness in the Workplace	20	2	L/617/9561
19	Handling Money	20	2	D/617/9693
20	Using ICT for Work	20	2	L/617/9737
21	Number Skills for Work	20	2	D/617/9743
22	Speaking and Listening Skills for Work	20	2	A/617/9748
23	Reading Skills for Work	20	2	F/617/9752
24	Writing Skills for Work	20	2	J/617/9753



Entry Level 3 Unit Titles		GLH	Credits	Unit Reference
1	Exploring Occupational Areas	20	2	K/617/9566
2	Personal Career Planning	30	3	H/617/9565
3	Behaviour and Conduct at Work	20	2	M/617/9570
4	Communicating in the Workplace	20	2	T/617/9568
5	Being Healthy and Safe in a Place of Learning or Work	20	2	R/617/9562
6	Following Workplace Instructions	20	2	T/617/9571
7	Skills for Travelling To and From Work	20	2	A/617/9572
8	Planning for Personal Success	20	2	D/617/9564
9	Searching for a Job	20	2	F/617/9573
10	Completing a Job Application	20	2	J/617/9574
11	Writing a CV	20	2	A/617/9569
12	Dealing with Change at Work	20	2	Y/617/9563
13	Solving Work-Related Problems	20	2	F/617/9587
14	Rights and Responsibilities at Work	20	2	J/617/9588
15	Job Interview Skills	20	2	L/617/9589
16	Preparing to Volunteer	20	2	F/617/9590
17	Preparing for a Work Placement	20	2	J/617/9591
18	Undertaking a Work Placement	30	3	D/617/9595
19	Environmental Awareness in the Workplace	20	2	K/617/9597
20	Handling Money in the Workplace	20	2	H/617/9694
21	Employment Contracts and Pay	20	2	M/617/9598
22	Using ICT for Work	20	2	A/617/9734
23	Number Skills for Work	20	2	K/617/9745
24	Speaking and Listening Skills for Work	20	2	M/617/9746
25	Reading Skills for Work	20	2	L/617/9754
26	Writing Skills for Work	20	2	R/617/9755

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

The GA Entry Level Preparing for Employment qualifications are available to candidates of all ages who require or desire an introduction to the knowledge, understanding and skills that will enhance their future employment opportunities.

Learners may be:

- full time and part time learners
- learners who are long-term unemployed
- young people previously not in education, employment, or training
- learners considering changing their career
- learners facing redundancy
- learners with disabilities or learning difficulties
- learners whose first language is not English
- learners in compulsory education, on a Study Programme, Traineeship or other pre-Apprenticeship training
- OLASS learners or learners with prior offending history
- Learners undertaking English, maths or ESOL education

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 any one of these qualifications, a candidate must achieve the minimum of credits at the level of the qualification, as outlined in 1.4 above.

Learners are free to choose any units at the level of the qualification to meet the rules of combination as they and their tutors see fit. Any combination of units at the level of the qualification leading to the minimum number of credits required is sufficient to meet the requirements of the qualification.

There are no further Rules of Combination.

## **1.8 Recognition of Prior Learning (RPL) 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**

These qualifications are ideal for learners to progress onto the GA Level 1 or Level 2 qualifications in Employability, into employment in a wide range of sectors, or onto further qualifications which reflect the context in which they study and/or work. For example, learners may progress onto vocational qualifications or onto the next level of qualification within this suite of Employability Skills qualifications.

Learners can progress from an Award to a Certificate, Certificate to Extended Certificate and from Extended Certificate to Diploma at the same level. Centres must carefully consider which qualification to register the learner onto, as the registration fee will be applied for each qualification.

## **1.9 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.

## **1.10 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.

## **1.11 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 qualification<sup>s</sup>.

### **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

### 4.1 Preparing for Employment Units: Entry 1

Further details and assessment guidance, along with Learner Records of Achievement documentation for assessment use are available alongside this Qualification Specification and can be found on the GA website.

Unit Title:	<b>1. Exploring the World of Work</b>			Unit Number:	M/617/9410
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge needed when exploring the world of work.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the benefits of working	1.1	state something they will gain from having a job			
2. understand ways in which people work	2.1	identify different ways of working (e.g. employed/working as a volunteer, part time/full-time, supported employment)			
3. understand different areas of work	3.1	identify types of work in which they have an interest in working (e.g. outdoor work, looking after people)			
	3.2	identify sector areas in which they have an interest in working in (e.g. construction, childcare)			

Unit Title:	<b>2. Exploring Occupational Areas</b>			Unit Number:	Y/617/9420
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to consider different occupational areas, types of work, job roles and skills.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand different occupational areas	1.1	give examples of different occupational areas			
	1.2	give examples of the type of work people might do in one occupational area			
2. understand different jobs in an occupational area	2.1	give an example of a job in a specific occupational area			
	2.2	give examples of the skills they would need in the specific job role			
3. understand own skills	3.1	list own skills in relation to an occupational area			

Unit Title:	<b>3. Personal Manner and Conduct at Work</b>			Unit Number:	D/617/9421
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills to present and conduct themselves positively.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand workplace manner and conduct	1.1	give an example of how to present self positively in a workplace			
	1.2	give an example of how to conduct self positively in a workplace			
2. take part in conducting and presenting self appropriately	2.1	present self appropriately			
	2.2	conduct self appropriately			

Unit Title:	<b>4. Communicating in the Workplace</b>			Unit Number:	A/617/9412
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to communicate in the workplace.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand how to communicate in the workplace	1.1	give an example of a method of communicating			
	1.2	identify a person they need to communicate with at work			
2. take part in communicating in the workplace	2.1	take part in communicating in the workplace			



Unit Title:	<b>5. Being Healthy and Safe in a Place of Work</b>			Unit Number:	Y/617/9417
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to work in a safe way in a workplace.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand health and safety in a workplace	1.1	state the purpose of health and safety			
	1.2	recognise key features of health and safety in the workplace			
2. follow a health and safety procedure relevant to a workplace	2.1	follow a health and safety procedure			

Unit Title:	<b>6. Following Workplace Instructions</b>			Unit Number:	M/617/9424
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to be able to recognise and follow instructions they may be given in a workplace.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand different workplace instructions	1.1	identify examples of workplace instructions			
2. take part in following instructions in the workplace	2.1	take part in following instructions in the workplace			

Unit Title:	<b>7. Skills for Travelling To and From Work</b>			Unit Number:	K/617/9423
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed in order to travel independently from home to a workplace and back again.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the different types of transport that can be used to travel to and from work	1.1	identify ways of travelling to and from work			
	1.2	identify the most appropriate way to travel to and from work			
2. take part in making a journey to own workplace	2.1	take part in making a journey to own workplace			

Unit Title:	<b>8. Planning for Personal Success</b>			Unit Number:	D/617/9418
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to start to create a plan for personal change or improvement.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand their own strengths	1.1	state at least one personal positive attribute			
2. understand areas for their own self-improvement	2.1	state at least one area for self-improvement			

Unit Title:	<b>9. Finding a Job or a Course</b>			Unit Number:	R/617/9416
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to search for a job or a course.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand who can help them to find a job or course	1.1	identify a person, people or organisation that can help them to find a job or a course			
2. understand jobs or courses of interest to self	2.1	identify a specific job or course that would be appropriate for them, giving one reason			

Unit Title:	<b>10. Applying for a Job or a Course</b>			Unit Number:	T/617/9411
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to apply for a course or job.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. take part in an activity to apply for a job or course	1.1	take part in an activity to apply for a job or course.			

Unit Title:	<b>11. Exploring CVs</b>			Unit Number:	L/617/9415
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to start to put together their own CV.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the purpose of a CV	1.1	state what they would use a CV for			
2. understand the main features of a CV	2.1	give a feature of a CV			
	2.2	give personal details on a CV			

Unit Title:	<b>12. Recognising Change</b>			Unit Number:	H/617/9419
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to recognise changes in life and where to access advice if needed.				
Unit Level	Entry 1	Credit Value	1	GLH	10
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. recognise change in own life	1.1	give an example of a change in their own life			
	1.2	state own feelings about a change in their own life			
2. know about sources of information, advice, and guidance related to change	2.1	identify at least one person or organisation that can offer support during times of change			



Unit Title:	<b>13. Dealing with Work-Related Problems</b>			Unit Number:	F/617/9413
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills to identify common problems they might face in a workplace and the steps they can take to share a problem and work with others to solve it.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand some common problems which may occur in the workplace	1.1	identify problems people may encounter relating to an aspect of work			
2. know how to seek help in solving a workplace problem	2.1	identify a person who can help to solve a problem			
	2.2	tell a person in the workplace a problem			
3. work with others to solve a work-related problem	3.1	work with others to take part in solving a work-related problem			

Unit Title:	<b>14. Rights and Responsibilities at Work</b>			Unit Number:	H/617/9422
Unit Aims:	The aim of this unit is to enable a learner to develop knowledge of the rights and responsibilities of an employee and their employer in a workplace.				
Unit Level	Entry 1	Credit Value	3	GLH	30
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand that employees have rights	1.1	give an example of an employee's right			
2. understand that employers have rights	2.1	give an example of an employer's right			
3. understand that employees have responsibilities	3.1	give an example of a responsibility an employee has to colleagues			
	3.2	give an example of a responsibility an employee has to themselves			

Unit Title:	<b>15. Preparing for an Interview</b>			Unit Number:	T/617/9425
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare for a job or course interview.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand how to prepare for an interview	1.1	state one thing to prepare before an interview			
	1.2	give an example of a question that might be asked at an interview			
2. understand how to present self at an interview	2.1	identify what to wear for an interview			
	2.2	identify how behave at an interview			

Unit Title:	<b>16. Preparing to Volunteer</b>			Unit Number:	A/617/9426
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare to undertake a role within a voluntary/community organisation.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand voluntary organisations	1.1	identify a local voluntary organisation			
	1.2	state the purpose of the organisation			
	1.3	identify a voluntary organisation they would like to work for			
2. understand the role of a volunteer in an organisation	2.1	identify the type of work task a volunteer in the identified organisation may undertake			

Unit Title:	<b>17. Preparing for a Work Placement</b>			Unit Number:	F/617/9427
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare for a work placement.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the organisation offering the work placement	1.1	give the name the organisation offering the work placement			
	1.2	state one thing that the organisation does			
2. understand what to expect during the work placement	2.1	identify what they are expected to do during the work placement			
	2.2	state how they will get to the work placement			
	2.3	state who they will meet when they get to the work placement			
	2.4	state how they will get home from work placement			

Unit Title:	<b>18. Environmental Awareness in the Workplace</b>			Unit Number:	J/617/9414
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to contribute to environmental improvements in a workplace.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand how to help the environment in a workplace	1.1	state what they could do to improve the environment in a workplace			
2. take part in an activity to help the environment in a workplace	2.1	take part in an activity to help the environment in the workplace			

Unit Title:	<b>19. Handling Money</b>			Unit Number:	Y/617/9692
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to be able to count money in coins and cash, look after their money and use money to make simple purchases.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. count money using coins and notes	1.1	recognise coins up to £2			
	1.2	recognise notes up to £20			
	1.3	select coins to total £1			
	1.4	select coins and notes to total £10			
	1.5	state what '£' and 'p' mean			
2. understand how to look after own money	2.1	suggest a safe place to keep own cash			
	2.2	suggest a way to save up own money			
3. use money to make simple purchases	3.1	identify two things they spend money on			
	3.2	identify the price of one item			
	3.3	use money to buy goods/services			

Unit Title:	<b>20. Using ICT</b>			Unit Number:	R/617/9738
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of ICT in a workplace and use ICT safely to carry out work-related tasks and communicate with others in the workplace.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand ICT equipment	1.1	identify examples of ICT equipment			
	1.2	identify a task that requires ICT			
2. use ICT safely to source information	2.1	give an example of an ICT-related source of information			
	2.2	recognise and use interface features			
	2.3	gain information from an ICT source			
	2.3	say why they need to stay safe when using ICT			
3. use ICT safely to enter and save information	3.1	use ICT to enter information			
	3.2	use ICT to save information			
	3.3	identify who to contact for help and support when using ICT			



Unit Title:	<b>21. Number Skills for Work</b>			Unit Number:	H/617/9744
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of numeracy skills in a workplace and to improve own numeracy skills, applying their skills to a simple work-related activity.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand numeracy skills	1.1	give an example of how numbers are used in a workplace			
2. develop own numeracy skills	2.1	take part in activities to develop own numeracy skills			
3. use numeracy skills to take part in a work-related activity	3.1	take part in a work-related activity using numeracy skills			
	3.2	say what went well in the work-related activity			

Unit Title:	<b>22. Speaking and Listening Skills for Work</b>			Unit Number:	F/617/9749
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of speaking and listening skills in a workplace and to improve own speaking and listening skills, applying their skills to a simple work-related activity.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand speaking and listening skills	1.1	give an example of how speaking and listening skills are used in a workplace			
2. develop own speaking and listening skills	2.1	take part in activities to develop own speaking and listening skills			
3. use speaking and listening skills to take part in a work-related activity	3.1	take part in a work-related activity using speaking and listening skills			
	3.2	say what went well in the work-related activity			

Unit Title:	<b>23. Reading Skills for Work</b>			Unit Number:	T/617/9750
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of reading skills in a workplace and to improve own reading skills, applying their skills to a simple work-related activity.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand reading skills	1.1	give an example of how reading skills are used in a workplace			
2. develop own reading skills	2.1	take part in activities to develop own reading skills			
3. use reading skills to take part in a work-related activity	3.1	take part in a work-related activity using reading skills			
	3.2	say what went well in the work-related activity			

Unit Title:	<b>24. Writing Skills for Work</b>			Unit Number:	A/617/9751
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of writing skills in a workplace and to improve own writing skills, applying their skills to a simple work-related activity.				
Unit Level	Entry 1	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand writing skills	1.1	give an example of how writing skills are used in a workplace			
2. develop own writing skills	2.1	take part in activities to develop own writing skills			
3. use writing skills to take part in a work-related activity	3.1	take part in a work-related activity using writing skills			
	3.2	say what went well in the work-related activity			

## 4.2 Preparing for Employment Units: Entry 2

Further details and assessment guidance, along with Learner Records of Achievement documentation for assessment use are available alongside this Qualification Specification and can be found on the GA website.

Unit Title:	<b>1. Exploring the World of Work</b>			Unit Number:	M/617/9438
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge needed when exploring the world of work.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the benefits of working	1.1	state what they will gain from having a job			
2. understand ways in which people work	2.1	identify different ways of working (e.g. employed/working as a volunteer, part time/full-time, supported employment)			
3. understand different areas of work	3.1	identify types of work in which they have an interest in working (e.g. outdoor work, looking after people)			
	3.3	identify sector areas in which they have an interest in working in (e.g. construction, childcare)			
	3.4	state some of the job roles available within their preferred types of work			

Unit Title:	<b>2. Exploring Occupational Areas</b>			Unit Number:	M/617/9441
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to consider different occupational areas, types of work, job roles and skills.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand different occupational areas	1.1	give examples of different occupational areas			
	1.2	give examples of the type of work people might do in one occupational area			
2. understand different jobs in an occupational area	2.1	give an example of jobs in a specific occupational area			
	2.2	give examples of the key duties of the identified roles			
3. understand own skills	3.1	list own skills in relation to an occupational area			

Unit Title:	<b>3. Personal Manner and Conduct at Work</b>			Unit Number:	T/617/9442
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand workplace manner and conduct	1.1	give examples of how to present self positively in a workplace			
	1.2	give examples of how to conduct self positively in a workplace			
	1.3	state a reason why presentation is important in a workplace			
	1.4	state a reason why conduct is important in a workplace			
2. take part in conducting and presenting self appropriately	2.1	present self appropriately			
	2.1	conduct self appropriately			

Unit Title:	<b>4. Communicating in the Workplace</b>			Unit Number:	A/617/9443
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to communicate in the workplace.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand how to communicate in the workplace	1.1	give examples of methods of communicating			
	1.2	state a reason why it is necessary to communicate in the workplace			
2. communicate in the workplace	2.1	identify people they need to communicate with at work			
	2.2	identify what information to communicate at work			
	2.3	take part in communicating in the workplace			



Unit Title:	<b>5. Being Healthy and Safe in a Place of Work</b>			Unit Number:	R/617/9433
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to work in a safe way in a workplace.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand health and safety rules in a workplace	1.1	give examples of health and safety requirements at work			
	1.2	state why it is important to follow health and safety rules and guidelines			
2. understand hazards in a workplace	2.1	Identify common hazards in the workplace			
	2.2	give examples of how to eliminate or reduce hazards			
3. follow a health and safety procedure relevant to a workplace	3.1	follow a health and safety procedure			
4. understand how to respond to an emergency or accident in a workplace	4.1	give examples of accidents and incidents that might occur in a workplace			
	4.2	state what to do in the event of an emergency or accident			

Unit Title:	<b>6. Following Workplace Instructions</b>			Unit Number:	K/617/9535
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to be able to recognise and follow instructions they may be given in a workplace.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand different workplace instructions	1.1	give examples of workplace instructions			
	1.2	state what might happen if instructions aren't followed			
	1.3	state what to do if they don't understand the instructions			
2. take part in following instructions in the workplace	2.1	take part in following instructions in the workplace			

Unit Title:	<b>7. Skills for Travelling To and From Work</b>			Unit Number:	T/617/9537
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed in order to travel independently from home to a workplace and back again.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the different types of transport that can be used to travel to and from work	1.1	identify ways of travelling to and from work			
	1.2	identify the most appropriate way to travel to and from work			
2. plan their own route to work	2.1	state what time they have to arrive at work			
	2.2	calculate how long it will take to travel to work			
	2.3	plan a safe route to arrive at work on time			
3. take part in making a journey to own workplace	3.1	take part in making a journey to own workplace			
	3.2	state who to contact if they need help with the journey			

Unit Title:	<b>8. Planning for Personal Success</b>			Unit Number:	T/617/9540
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to start to create a plan for personal change or improvement.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand their own strengths	1.1	state at least one personal positive attribute			
2. understand areas for their own self-improvement	2.1	state at least one area for self-improvement			
3. plan for self-improvement	3.1	set a target to help self-improvement			
	3.2	outline how the target can be achieved			
	3.3	state when the target can be achieved			

Unit Title:	<b>9. Finding a Job or a Course</b>			Unit Number:	F/617/9542
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to search for a job or a course.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand who can help them to find a job or course	1.1	identify a person, people or organisation that can help them to find a job or a course			
	1.2	identify different places where job or course vacancies can be found			
2. understand jobs or courses of interest to self	2.1	identify a specific job or course that would be appropriate for them, giving two reasons			
	2.2	state how to apply for the job or course			

Unit Title:	<b>10. Applying for a Job or a Course</b>			Unit Number:	J/617/9543
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to apply for a course or job.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand job or course applications	1.1	state what information is needed to make a job or course application			
	1.2	give examples of different application routes (e.g. application form, CV, interview)			
2. take part in an activity to apply for a job or a course	2.1	prepare for an activity to apply for a job or course			
	2.2	take part in an activity to apply for a job or course			

Unit Title:	<b>11. Exploring CVs</b>			Unit Number:	L/617/9544
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to start to build their own CV.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the purpose of a CV	1.1	state what you would use a CV for			
2. understand the main features of a CV	2.1	list what information a CV should contain			
3. produce a simple CV	2.2	produce a simple CV using a template			

Unit Title:	<b>12. Understanding Change</b>			Unit Number:	R/617/9545
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to understand changes in personal and professional life and where to access advice and support if needed.				
Unit Level	Entry 2	Credit Value	1	GLH	10
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand different types of changes	1.1	give examples of common planned and unplanned changes people may experience			
	1.2	give examples of common small and largescale changes people may experience			
	1.3	suggest some reasons why change happens			
2. understand the impact of change	2.1	describe the effects that changes can have			
	2.2	describe how people might react to changes			
3. know about sources of information, advice, and guidance related to change	3.1	identify at least two people or organisations that can offer personal support during times of change			
	3.2	identify at least two people or organisations that can offer professional support during times of change			



Unit Title:	<b>13. Dealing with Work-Related Problems</b>			Unit Number:	Y/617/9546
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills to identify common problems they might face in a workplace and the steps they can take to share a problem and work with others to solve it.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand some common problems which may occur in the workplace	1.1	identify problems people may encounter in the workplace			
2. communicate the details of a work-related problem	2.1	identify the relevant person or people to report a problem to			
	2.2	indicate to someone that a problem has arisen in the workplace and tell them what the problem is			
3. understand possible solutions to workplace problems	3.1	suggest possible solutions to the problem			
4. work with others to take part in solving a work-related problem	4.1	work with others to take part in solving a work-related problem			
	4.2	select a possible solution to a workplace problem			
	4.3	communicate the possible solution to the appropriate person/people			

Unit Title:	<b>14. Rights and Responsibilities at Work</b>			Unit Number:	K/617/9552
Unit Aims:	The aim of this unit is to enable a learner to develop knowledge of the rights and responsibilities of an employee and their employer in a workplace and sources of information about employee rights.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand that employees have rights and responsibilities	1.1	give examples of an employee's rights			
	1.2	give examples of responsibilities an employee has to their colleagues			
	1.3	give examples of responsibilities an employee has to themselves			
2. understand that employers have rights and responsibilities	2.1	give examples of an employer's rights			
	2.2	give examples of responsibilities employers have to their employees			
3. understand what to do if an employee is unsure of their rights	3.1	identify a person or organisation an employee can contact if they are unsure of their rights			

Unit Title:	<b>15. Preparing for an Interview</b>			Unit Number:	M/617/9553
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare for a job or course interview.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand how to prepare for a job or course interview	1.1	state why employers/course providers hold interviews			
	1.2	state what they will do to prepare before an interview			
	1.3	give an example of a question that might be asked at an interview			
2. understand how to present self at an interview	2.1	identify what to wear for an interview			
	2.2	identify how behave at an interview			
	2.3	state why it is important to present well at an interview			

Unit Title:	<b>16. Preparing to Volunteer</b>			Unit Number:	T/617/9554
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare to undertake a role within a voluntary/community organisation.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand voluntary organisations	1.1	identify a local voluntary organisation			
	1.2	state the purpose of the organisation			
	1.3	identify a voluntary organisation they would like to work for			
2. understand the role of a volunteer in an organisation	2.1	identify the type of work task a volunteer in the identified organisation may undertake			
3. understand how to find out about securing a volunteering role	3.1	identify how to find out about current volunteering positions			
	3.2	identify ways in which they might apply for a voluntary position			

Unit Title:	<b>17. Preparing for a Work Placement</b>			Unit Number:	J/617/9560
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare for a work placement.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the organisation offering the work placement	1.1	give the name of the organisation offering the work placement			
	1.2	state two things that the organisation does			
2. understand what to expect during the work placement	2.1	identify what they are expected to do during the work placement			
	2.2	state how they will get to the work placement			
	2.3	state who they will meet when they get to the work placement			
	2.4	identify what time they will leave the work placement			
	2.5	state how they will get home from work placement			
	2.6	state what they think their work placement will be like			

Unit Title:	<b>18. Environmental Awareness in the Workplace</b>			Unit Number:	L/617/9561
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to contribute to environmental improvements in a workplace.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand how to help the environment in a workplace	1.1	give examples of how people can improve the environment in a workplace			
	1.2	state what effect environmental improvements might have			
2. take part in an activity to help the environment in a workplace	2.1	take part in an activity to help the environment in the workplace			
	2.2	state what effect the activity has had on the environment			

Unit Title:	<b>19. Handling Money</b>			Unit Number:	D/617/9693
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to be able to count money in coins and cash, look after their money and use money to make simple purchases.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. count money using coins and notes	1.1	identify coins up to £2			
	1.2	identify notes up to £20			
	1.3	select coins to total £1 in different ways			
	1.4	select coins and notes to total £10 in different ways			
	1.5	state what '£' and 'p' mean			
2. understand how to look after own money	2.1	identify safe places to keep own cash			
	2.2	identify ways to save up own money			
3. use money to make simple purchases	3.1	identify two things they spend money on			
	3.2	identify the price of one item			
	3.3	use money to buy goods/services			

Unit Title:	<b>20. Using ICT for Work</b>			Unit Number:	L/617/9737
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of ICT in a workplace and use ICT safely to carry out work-related tasks and communicate with others in the workplace.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the use of ICT in a workplace	1.1	identify at least 2 different examples of how ICT can be used in a workplace			
	1.2	give at least one reason why ICT is used in a workplace			
2. use ICT safely to carry out a workplace task	2.1	follow correct procedures to use ICT hardware			
	2.2	recognise and use interface features			
	2.3	say why they need to stay safe when using ICT			
3. use ICT safely to communicate in a workplace	3.1	read, send and receive electronic messages			
	3.2	enter, edit and format information including: (a) text (b) numbers			
	3.3	share work-related information with colleagues electronically			
	3.4	demonstrate respect for others when using ICT-based communication			
	3.5	identify who to contact for help and support when using ICT			



Unit Title:	<b>21. Number Skills for Work</b>			Unit Number:	D/617/9743
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of numeracy skills in a workplace and to identify and improve own numeracy skills, applying those skills to a workplace task.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand numeracy skills in a workplace	1.1	identify at least 2 different examples of how numbers can be used in a workplace			
	1.2	give at least one reason why numeracy skills are used in a workplace			
2. understand own numeracy skills and areas for development	2.1	say what numeracy skills they may need at work			
	2.2	identify numeracy skills they need to develop for work			
	2.3	say what activities they need to undertake to develop own numeracy skills			
	2.4	take part in activities to develop own numeracy skills			
3. use numeracy skills to contribute to completing a workplace task	3.1	take part in a workplace activity using numeracy skills			
	3.2	say what went well in the workplace activity			
	3.3	identify the numeracy skills they want to further develop			

Unit Title:	<b>22. Speaking and Listening Skills for Work</b>			Unit Number:	A/617/9748
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of speaking and listening skills in a workplace and to identify and improve own speaking and listening skills, applying those skills to a workplace task.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand speaking and listening skills in a workplace	1.1	identify at least 2 different examples of how speaking and listening can be used in a workplace			
	1.2	give at least one reason why speaking and listening skills are used in a workplace			
2. understand own speaking and listening skills and areas for development	2.1	say what speaking and listening skills they may need at work			
	2.2	identify speaking and listening skills they need to develop for work			
	2.3	say what activities they need to undertake to develop own speaking and listening skills			
	2.4	take part in activities to develop own speaking and listening skills			
3. use speaking and listening skills to contribute to completing a workplace task	3.1	take part in a workplace activity using speaking and listening skills			
	3.2	say what went well in the workplace activity			
	3.3	identify the speaking and listening skills they want to further develop			

Unit Title:	<b>23. Reading Skills for Work</b>			Unit Number:	F/617/9752
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of reading skills in a workplace and to identify and improve own reading skills, applying those skills to a workplace task.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand reading skills in a workplace	1.1	identify at least 2 different examples of how reading skills can be used in a workplace			
	1.2	give at least one reason why reading skills are used in a workplace			
2. understand own reading skills and areas for development	2.1	say what reading skills they may need at work			
	2.2	identify reading skills they need to develop for work			
	2.3	say what activities they need to undertake to develop own reading skills			
	2.4	take part in activities to develop own reading skills			
3. use reading skills to contribute to completing a workplace task	3.1	take part in a workplace activity using reading skills			
	3.2	say what went well in the workplace activity			
	3.3	identify the reading skills they want to further develop			

Unit Title:	<b>24. Writing Skills for Work</b>			Unit Number:	J/617/9753
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of writing skills in a workplace and to identify and improve own writing skills, applying those skills to a workplace task.				
Unit Level	Entry 2	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand writing skills in a workplace	1.1	identify at least 2 different examples of how writing skills can be used in a workplace			
	1.2	give at least one reason why writing skills are used in a workplace			
2. understand own writing skills and areas for development	2.1	say what writing skills they may need at work			
	2.2	identify writing skills they need to develop for work			
	2.3	say what activities they need to undertake to develop own writing skills			
	2.4	take part in activities to develop own writing skills			
3. use writing skills to contribute to completing a workplace task	3.1	take part in a workplace activity using writing skills			
	3.2	say what went well in the workplace activity			
	3.3	identify the writing skills they want to further develop			

### 4.3 Preparing for Employment Units: Entry 3

Further details and assessment guidance, along with Learner Records of Achievement documentation for assessment use are available alongside this Qualification Specification and can be found on the GA website.

Unit Title:	<b>1. Exploring Occupational Areas</b>			Unit Number:	K/617/9566
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to consider different occupational areas, types of work, job roles, skills, attributes and how their own skills and attributes relate to a specific job role.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand different occupational areas	1.1	give examples of different occupational areas			
	1.2	describe the main features of different occupational areas			
2. understand different jobs in an occupational area	2.1	identify the range of jobs available within different occupational areas			
	2.2	outline the key duties of different job roles in an occupational area			
	2.3	outline the skills needed for different job roles in an occupational area			
	2.4	outline the personal attributes needed for different job roles in an occupational area			
3. understand own skills	3.1	identify a job role they may be suitable for in an occupational area			
	3.2	summarise own attributes and skills in relation to the selected job role			

Unit Title:	<b>2. Personal Career Planning</b>			Unit Number:	H/617/9565
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to collect relevant information about careers, consider different career options, select a personal career pathway and produce a career plan.				
Unit Level	Entry 3	Credit Value	3	GLH	30
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand own qualities, skills, interests and achievements	1.1	outline own qualities, skills, interests and achievements			
	1.2	state how own qualities, skills, interests and achievements may be relevant in different careers			
2. use careers information resources to identify personal career options	2.1	use careers information resources to find out information about possible careers			
	2.2	identify areas of interest for future personal career options			
3. understand employment options within a particular career pathway	3.1	summarise the education and training required to access employment within a selected personal career pathway			
	3.2	summarise the employment options within a selected personal career pathway			
	3.3	summarise the possible limitations within the selected personal career pathway			
4. plan for future career development	3.4	produce an action plan, setting a minimum of two goals relevant to pursuing the selected career			

Unit Title:	<b>3. Behaviour and Conduct at Work</b>			Unit Number:	M/617/9570
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to maintain appropriate standards of behaviour and conduct as required in a workplace.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the behaviours expected in the workplace	1.1	give at least two examples of the behaviour expected of them in a workplace			
	1.2	give at least two examples of unacceptable behaviour in a workplace			
2. understand why it is necessary to follow rules on workplace behaviour	2.1	give examples of workplace rules about behaviour			
	2.2	state why workplace rules about behaviour have to be followed			
3. understand the potential impact of unacceptable behaviour	3.1	state what might happen to someone who does not follow workplace rules on behaviour			
	3.2	state what effects unacceptable workplace behaviour might have on others			
4. maintain acceptable behaviour and conduct in the workplace	4.1	demonstrate appropriate behaviour and conduct in the workplace			

Unit Title:	<b>4. Communicating in the Workplace</b>			Unit Number:	T/617/9568
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to develop effective communication skills in the workplace.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the purpose and methods of communication in the workplace	1.1	outline the purpose of workplace communication			
	1.2	outline situations at work when people have to communicate			
	1.3	describe different methods of workplace communication			
2. understand why effective workplace communication is important	2.1	state why effective communication is important			
	2.2	give examples of effective verbal communication and body language			
	2.3	give examples of ineffective verbal communication and body language			
3. understand what needs to be communicated in the workplace	3.1	identify what information they have to give in work situations			
	3.2	describe what might happen if they do not give information in a work situation			
	3.3	identify what information they may receive from others in work situations			
	3.4	describe what might happen if they do not receive information in a work situation			
4. communicate effectively in the workplace	4.1	take part in workplace communication using two different communication methods			
5. understand feedback in the workplace	5.1	give examples of positive feedback			
	5.2	give examples of negative feedback			



Unit Title:	<b>5. Being Healthy and Safe in a Place of Work</b>			Unit Number:	R/617/9562
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to work in a safe way in a workplace.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand health and safety rules in a workplace	1.1	state at least two reasons why health and safety is important in a workplace			
	1.2	give at least three examples of workplace hazards			
	1.3	give examples of how to eliminate or reduce hazards			
	1.4	identify at least two pieces of common firefighting equipment			
	1.5	identify at least two different items of personal protective equipment			
	1.6	state where the first aid box is usually located in a workplace			
	1.7	state what might happen if people do not work in a safe way			
2. follow health and safety procedures relevant to a workplace	2.1	follow at least two health and safety procedures			
3. understand how to respond to emergencies and accidents	3.1	give examples of accidents and incidents that might occur in a workplace			
	3.2	state the arrangements that are in place for fire emergencies and first aid			
	3.3	state why all accidents, illnesses and other incidents should be reported			

Unit Title:	<b>6. Following Workplace Instructions</b>			Unit Number:	T/617/9571
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to be able to follow instructions they may be given in a workplace and develop awareness of the potential consequences of failing to follow instructions.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the importance of instructions in the workplace	1.1	state why instructions are important to a manager, a team and an individual			
	1.2	give examples of instructions in the workplace			
	1.3	state the benefits of following instructions in the workplace			
	1.4	state what to do if they don't understand instructions			
2. understand the potential impact of not following instructions in the workplace	2.1	state the potential immediate consequences of not following workplace instructions			
	2.2	state the potential long-term consequences of not following workplace instructions			
3. follow instructions in the workplace	3.1	follow a sequence of instructions in the workplace			

Unit Title:	<b>7. Skills for Travelling To and From Work</b>			Unit Number:	A/617/9572
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed in order to travel independently from home to a workplace and back again.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the different types of transport that can be used to travel to and from work	1.1	identify ways of travelling to and from work			
	1.2	identify the most appropriate way to travel to and from work			
	1.3	identify an alternative travel option to use, if required			
2. plan and make a journey to own workplace safely and on time	2.1	plan a safe route and the time needed to complete their journey in order to arrive on time			
	2.2	state who to contact if they need help with the journey			
	2.3	make a journey using their chosen travel option to their destination safely			
	2.4	arrive on time			

Unit Title:	<b>8. Planning for Personal Success</b>			Unit Number:	D/617/9564
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to start to create a plan for personal change or improvement.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand their own strengths	1.1	state at least two personal strengths			
2. understand areas for their own self-improvement	2.1	state at least two priority areas for self-improvement			
3. plan for self-improvement	3.1	set targets to help self-improvement in at least two priority areas			
	3.2	outline how the targets can be achieved			
	3.3	state when the targets can be achieved			

Unit Title:	<b>9. Searching for a Job</b>			Unit Number:	F/617/9573
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed in order to search for job opportunities.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand how to search for job opportunities	1.1	identify job roles and sectors which suits them, giving at least two reasons			
	1.2	identify different places where job or course vacancies can be found			
	1.3	identify the different ways to access job vacancy information			
2. search for job opportunities	2.1	access sources of job vacancy listings			
	2.2	select two appropriate job opportunities, giving at least two reasons why each is appropriate in their own circumstances			
	2.3	identify areas in which they meet the requirements of a specific job role			
	2.4	identify ways to improve their ability to meet the requirements of a specific job opportunity			
	2.5	state how to apply for the vacancy			

Unit Title:	<b>10. Completing a Job Application</b>			Unit Number:	J/617/9574
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed in order to apply for a job vacancy.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand job applications	1.1	state what information is needed to make a job application			
	1.2	give examples of different application routes (e.g. application form, CV, covering letter/email, face to face interview, remote interview etc)			
2. complete a job application and supporting letter or email	2.1	identify a specific job vacancy to apply for			
	2.2	gather relevant information needed to make an application			
	2.3	complete a job application form with the required details			
	2.4	identify features of a good covering letter/email			
	2.5	produce a supporting letter/email to accompany an application or their CV			

Unit Title:	<b>11. Writing a CV</b>			Unit Number:	A/617/9569
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills about CVs, collate personal information relevant for inclusion on their CV and produce a personal CV.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the purpose of a CV	1.1	give the definition of a 'CV'			
	1.2	state what you would use a CV for			
2. understand the main features of a CV	2.1	state what information a CV should contain			
3. produce a CV	3.1	choose a suitable format for a personal CV			
	3.2	gather relevant information to record in a personal CV			
	3.2	produce own CV			

Unit Title:	<b>12. Dealing with Change at Work</b>			Unit Number:	Y/617/9563
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills required to understand changes at work, the impact of workplace change, the need to manage workplace change and how to access help and advice at times of change at work.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand different types of changes in a workplace and why change might happen	1.1	give examples of planned and unplanned changes that may occur at work			
	1.2	give examples of small and largescale changes that may occur at work			
	1.3	outline the reasons why these changes might happen			
	1.4	describe the impact of these changes on: a) the employer b) the employee			
2. understand employees' rights in the context of workplace changes	2.1	list the rights all employees have in the workplace			
	2.2	describe a situation where an employee can expect to be supported by employment law			
3. know about sources of information, advice, and guidance related to change at work	3.1	give at least two examples of when it is important to seek professional advice about changes at work			
	3.2	state why it is important to seek professional advice about changes at work			
	3.3	list people and organisations available to provide professional support and how to contact them			



Unit Title:	<b>13. Solving Work-Related Problems</b>			Unit Number:	F/617/9587
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to identify problems they might face in a workplace, work with others to solve problems and take part in reflecting on what went well and not as well in a problem-solving scenario.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand some problems which may occur in the workplace	1.1	identify problems people may encounter in the workplace			
	1.2	describe a problem that they have encountered in the workplace			
2. communicate the details of a work-related problem	2.1	identify the relevant person or people to report a problem to			
	2.2	indicate to someone that a problem has arisen in the workplace and tell them what the problem is			
3. understand possible solutions to workplace problems	3.1	outline possible solutions to a workplace problem			
4. work with others to take part in solving a work-related problem	4.1	work with others to take part in solving a work-related problem			
	4.2	select a possible solution to a workplace problem			
	4.3	communicate the possible solution to the appropriate person/people			
5. reflect on the problem-solving scenario	5.1	describe how the group identified potential solutions			
	5.2	state what went well when solving a problem in the workplace			
	5.3	state what did not go well when solving a problem in the workplace			
	5.4	state what the group might have been done differently when solving a problem in the workplace			

Unit Title:	<b>14. Rights and Responsibilities at Work</b>			Unit Number:	J/617/9588
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge of the rights and responsibilities of an employee and their employer in a workplace and sources of information about employee rights.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand that employees have rights and responsibilities	1.1	give examples of an employee's rights			
	1.2	give examples of responsibilities an employee has to their colleagues			
	1.3	give examples of responsibilities an employee has to themselves			
	1.4	give examples of how the rights of others should be respected			
2. understand that employers have rights and responsibilities	2.1	give examples of an employer's rights			
	2.2	give examples of responsibilities employers have to their employees			
3. understand what to do if an employee is unsure of their rights	3.1	identify internal and external sources of information, advice, and guidance on employment rights and responsibilities			

Unit Title:	<b>15. Job Interview Skills</b>			Unit Number:	L/617/9589
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare for and take part in a job interview.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand how to prepare for a job interview	1.1	state why employers hold interviews			
	1.2	state different activities they may be expected to participate in at an interview			
	1.3	state what they will do to prepare before an interview			
	1.4	outline the expectations interviewers will have of them			
2. understand personal qualities and behaviours for interviews	2.1	identify what to wear for an interview			
	2.2	identify how behave at an interview			
	2.3	state why it is important to present well at an interview			
3. take part in an interview scenario	3.1	demonstrate appropriate personal appearance during an interview			
	3.2	demonstrate appropriate personal qualities and behaviours during an interview			
	3.3	demonstrate active listening skills during an interview			
4. reflect on own interview performance	4.1	identify what went well in the interview			
	4.2	identify at least one area for own development relating to own interview performance			

Unit Title:	<b>16. Preparing to Volunteer</b>			Unit Number:	F/617/9590
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare and apply for a role within a voluntary/community organisation.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand voluntary organisations	1.1	state what a voluntary organisation is			
	1.2	identify a local voluntary organisation			
	1.3	state the purpose of the organisation			
	1.4	identify a voluntary organisation they would like to work for			
2. understand the role of a volunteer in an organisation	2.1	identify the type of work task a volunteer in the identified organisation may undertake			
3. understand how to secure a volunteering role	3.1	identify current volunteering positions			
	3.2	state the role of a volunteer in a specific organisation			
	3.3	outline the process of obtaining a voluntary position			
	3.4	create a letter of application for a specific voluntary position			

Unit Title:	<b>17. Preparing for a Work Placement</b>			Unit Number:	J/617/9591
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to prepare for a work placement.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the organisation offering the work placement	1.1	state the main aims and activities of the organisation			
	1.2	outline the structure of the organisation			
2. understand what to expect during the work placement	2.1	identify the expectations of them during the work placement			
	2.2	state who they will be managed by during the work placement			
	2.3	outline their own travel plans to ensure attendance and punctuality			
	2.4	list the housekeeping rules they will observe during the work placement			
	2.5	outline their own expectations of the work placement			

Unit Title:	<b>18. Undertaking a Work Placement</b>			Unit Number:	D/617/9595
Unit Aims:	The aim of this unit is to enable a learner to develop their knowledge and skills whilst undertaking a work placement, including safely carrying out tasks during a work placement, complying with workplace rules and regulations and reflecting on their own experience.				
Unit Level	Entry 3	Credit Value	3	GLH	30
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand own role during a work placement	1.1	identify own role during the work placement			
	1.2	identify the person/people they will be working with during the work placement			
	1.3	identify the main tasks they will undertake during the work placement			
	1.4	identify sources of help and support in the workplace			
2. carry out tasks safely during a work placement	2.1	follow instructions to complete a task during a work placement			
	2.2	follow safety procedures as instructed			
3. comply with organisational rules and housekeeping conventions during a work placement	3.1	present self appropriately during the work placement			
	3.2	display appropriate personal qualities and behaviour during the work placement			
	3.3	follow organisational procedures			
	3.4	follow organisational housekeeping rules			
4. reflect on the experience of undertaking a work placement	4.1	outline what went well during the work placement			
	4.2	outline areas for development arising from the work placement			

Unit Title:	<b>19. Environmental Awareness in the Workplace</b>			Unit Number:	K/617/9597
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to contribute to environmental improvements in a workplace.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. describe an environmental issue	1.1	describe an environmental problem they care about			
	1.2	say why they care about this environmental issue			
	1.3	describe how they can contribute to helping address this environmental issue in everyday life			
2. understand environmental issues in a workplace	2.1	outline actions in the workplace that have a negative impact on the environment			
	2.2	outline possible consequences of negatively impacting the environment			
	2.3	give examples of how people can improve the environment in a workplace			
	2.4	outline the possible impact of improving the environment in a workplace			
	2.5	state one law relating to environmental issues relevant to the workplace			
3. take part in an activity to help the environment in a workplace	3.1	take part in an activity to help the environment in a workplace			
	3.2	state what effect the activity has had on the environment			

Unit Title:	<b>20. Handling Money in the Workplace</b>			Unit Number:	H/617/9694
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to be able to safely handle money in a workplace and understand how they may be expected to apply their knowledge of money handling and calculations relating to money.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand money handling scenarios in a workplace	1.1	identify workplace scenarios where they may be required to handle money			
	1.2	identify what they may have to do when handling money in the workplace			
2. understand how to handle money safely in a workplace	2.1	state why it is important to handle money safely in the workplace			
	2.2	describe how to handle money safely in the workplace			
3. understand money calculations in a workplace	3.1	identify at least one money-related calculation they may need to use in the workplace			
	3.2	give an example of a calculation they may be expected to use in the workplace			



Unit Title:	<b>21. Employment Contracts and Pay</b>			Unit Number:	M/617/9598
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge needed to understand the content of a typical employment contract and payslip, how employees might be paid and why it is important to check and retain employment-related documents.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand employment contracts	1.1	outline who an employment contract is between			
	1.2	give examples of the types of information and agreements found in a typical employment contract			
	1.3	give reasons why it is important to sign an employment contract			
2. understand the key information on a payslip	2.1	identify the different entries on a typical payslip ( <i>e.g. employee number, national insurance number, tax code, YTD, gross and net pay, deductions, pension, etc</i> )			
	2.2	check that the entries on a payslip are correct			
3. understand how employees are paid	3.1	state three ways in which an employee can receive their pay			
	3.2	state how often employees might be paid			
	3.3	outline the purpose of tax and national insurance deductions			
4. understand the importance of keeping employment-related records	4.1	identify documents an employee should keep records of			
	4.2	give reasons why employment-related documents should be checked			
	4.2	give reasons why employment-related documents should be kept			

Unit Title:	<b>22. Using ICT for Work</b>			Unit Number:	A/617/9734
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of ICT in a workplace and use ICT safely to carry out work-related tasks and communicate with others in the workplace.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand the use of ICT in a workplace	1.1	identify at least 3 different examples of how ICT can be used in a workplace			
	1.2	describe the use of the different types of ICT used in a workplace			
2. use ICT safely to carry out workplace tasks	2.1	follow correct procedures to start and shut down an ICT system			
	2.2	recognise and use interface features			
	2.3	change simple software settings			
3. use ICT safely to communicate in a workplace	3.1	read, send and receive electronic messages			
	3.2	enter, edit and format information including: (a) text (b) images (c) numbers			
	3.3	use ICT to present work-related information to colleagues including: (a) text (b) images (c) numbers			
	3.4	follow safety guidelines and respect others when using ICT-based communication			
	3.5	identify who to contact for help and support when using information and communication technology			

Unit Title:	<b>23. Number Skills for Work</b>			Unit Number:	K/617/9745
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of numeracy skills in a workplace and to identify and improve own numeracy skills, applying those skills to a workplace task.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand numeracy skills in a workplace	1.1	identify at least 3 different examples of how numbers can be used in a workplace			
	1.2	give at least two reasons why numeracy skills are used in a workplace			
2. understand own numeracy skills and areas for development	2.1	describe what numeracy skills they may need at work			
	2.2	identify numeracy skills they need to develop for work			
	2.3	say what activities they need to undertake to develop own numeracy skills			
	2.4	take part in activities to develop own numeracy skills			
3. use numeracy skills to contribute to completing a workplace task	3.1	complete two workplace activities using numeracy skills			
	3.2	use a method of checking to confirm the result/outcome			
	3.3	use the results of the activities to recommend a course of action			
	3.4	say what went well in the workplace activities			
	3.5	identify the numeracy skills they want to further develop			

Unit Title:	<b>24. Speaking and Listening Skills for Work</b>			Unit Number:	M/617/9746
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of speaking and listening skills in a workplace and to identify and improve own speaking and listening skills, applying those skills to a workplace task.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand speaking and listening skills in a workplace	1.1	identify at least 2 different examples of how speaking and listening skills are used in a workplace			
	1.2	give at least two reasons why speaking and listening skills are used in a workplace			
2. understand own speaking and listening skills and areas for development	2.1	describe what speaking and listening skills they may need at work			
	2.2	identify speaking and listening skills they need to develop for work			
	2.3	say what activities they need to undertake to develop own speaking and listening skills			
	2.4	take part in activities to develop own speaking and listening skills			
3. use speaking and listening skills to contribute to completing a workplace task	3.1	complete two workplace activities using speaking and listening skills			
	3.2	use the results of the activities to recommend a course of action			
	3.3	say what went well in the workplace activities			
	3.4	identify the speaking and listening skills they want to further develop			

Unit Title:	<b>25. Reading Skills for Work</b>			Unit Number:	L/617/9754
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of reading skills in a workplace and to identify and improve own reading skills, applying those skills to a workplace task.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand reading skills in a workplace	1.1	identify at least 2 different examples of how reading skills are used in a workplace			
	1.2	give at least two reasons why reading skills are used in a workplace			
2. understand own reading skills and areas for development	2.1	describe what reading skills they may need at work			
	2.2	identify reading skills they need to develop for work			
	2.3	say what activities they need to undertake to develop own reading skills			
	2.4	take part in activities to develop own reading skills			
3. use reading skills to contribute to completing a workplace task	3.1	complete two workplace activities using reading skills			
	3.2	use the results of the activities to recommend a course of action			
	3.3	say what went well in the workplace activities			
	3.4	identify the reading skills they want to further develop			

Unit Title:	<b>26. Writing Skills for Work</b>			Unit Number:	R/617/9755
Unit Aims:	The aim of this unit is to enable a learner to develop the knowledge and skills needed to understand the use of writing skills in a workplace and to identify and improve own writing skills, applying those skills to a workplace task.				
Unit Level	Entry 3	Credit Value	2	GLH	20
Learning Outcome - the learner will be able to:	Assessment Criteria - the learner can:				
1. understand writing skills in a workplace	1.1	identify at least 2 different examples of how writing skills are used in a workplace			
	1.2	give at least two reasons why writing skills are used in a workplace			
2. understand own writing skills and areas for development	2.1	describe what writing skills they may need at work			
	2.2	identify writing skills they need to develop for work			
	2.3	say what activities they need to undertake to develop own writing skills			
	2.4	take part in activities to develop own writing skills			
3. use writing skills to contribute to completing a workplace task	3.1	complete two workplace activities using writing skills			
	3.2	use the results of the activities to recommend a course of action			
	3.3	say what went well in the workplace activities			
	3.4	identify the writing skills they want to further develop			

## **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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Links to Ofqual GCR	E3; G6; G7	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS and General Moderation Policy		