



## Qualification Specification

GA Level 1 Award in Employability

603/1060/1

GA Level 1 Certificate in Employability

603/1063/7

This qualification is subject to the GA Centre Assessment and Standards Scrutiny and General Moderation policy.

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## Section 1: Qualification Overview

### 1.1 Introduction: About this Qualification

Gatehouse Awards (GA) qualifications are designed to give learners the knowledge, understanding, and skills to develop their employability and appeal to prospective employers.

This Qualification Specification covers the GA Level 1 Award in Employability (603/1060/1) and the GA Level 1 Certificate in Employability (603/1063/7) qualifications.

This document provides centre staff, learners and employers with an overview of the qualification content as well as the assessment and quality assurance requirements for this qualification.

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 this qualification are listed on the Register of Regulated Qualifications which is operated by Ofqual at <http://register.ofqual.gov.uk>.

These qualifications are not designed to replace any existing qualifications.

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

Qualification Title and Level	Qualification Number	Operational Start Date	Last Review Date	Operational Review Date
GA Level 1 Award in Employability	603/1060/1	01/02/2017	13/03/2026	March 2031
GA Level 1 Certificate in Employability	603/1063/7	01/02/2017	13/03/2026	March 2031

### 1.3 Qualification Aims and Objectives

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

These qualifications recognise the development of learners’ personal knowledge to operate independently in work and life and allow them to develop their knowledge, understand and skills while they are in, or preparing to enter, the world of work.

### 1.4 Qualification Structure and Overview: Units, GLH, TQT and Credit Value

The structure of these qualifications is as follows:

<b>GA Level 1 Award in Employability (603/1060/1)</b>
Learners are free to choose any of the following units to meet the rules of combination as they and their tutors see fit.
Learners must achieve a minimum of 7 credits at Level 1.
<b>GA Level 1 Certificate in Employability (603/1063/7)</b>
Learners are free to choose any of the following units to meet the rules of combination as they and their tutors see fit.
Learners must achieve a minimum of 15 credits.

Qualification	Level	GLH*	TQT**	Credits
GA Level 1 Award in Employability	Level 1	55	69	7
GA Level 1 Certificate in Employability	Level 1	115	145	15

#### \*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 the qualification.

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 are in line with guidance published by Ofqual on the allocation and expression of Total Qualification Time and Guided Learning Hours.

### Level

These qualifications within this specification are designated at 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 the qualifications are considered by GA to lead to the outcome as follows:

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

### 1.5 Rules of Combination

<b>GA Level 1 Award in Employability (603/1060/1)</b>
Learners are free to choose any of the component units to meet the rules of combination as they and their tutors see fit.
Learners must achieve a minimum of 7 credits.
<b>GA Level 1 Certificate in Employability (603/1063/7)</b>
Learners are free to choose any of the component units to meet the rules of combination as they and their tutors see fit.
Learners must achieve a minimum of 15 credits.

Learners must successfully demonstrate their achievement of all learning outcomes and meet all qualification requirements in order to achieve the qualification.

There are no further rules of combination.

## 1.6 Component Units

Units	Level	GLH	Credits	Unit Reference
1. Personal Qualities and Behaviours for Work	Level 1	15	2	K/615/4733
2. Searching for Job Opportunities	Level 1	10	1	M/615/4734
3. Producing a CV	Level 1	15	2	T/615/4735
4. Completing a Job Application	Level 1	15	2	A/615/4736
5. Preparing for Interviews	Level 1	15	2	F/615/4737
6. Inductions and First Days at Work	Level 1	20	2	J/615/4738
7. Being Healthy and Safe at Work	Entry 3	15	2	L/615/4739
8. Being Managed at Work	Level 1	10	1	F/615/4740
9. Teamwork for Employment	Level 1	15	2	J/615/4741
10. Effective Time Management	Level 1	15	2	L/615/4742
11. Following Instructions	Level 1	10	1	R/615/4743
12. Effective Customer Service	Level 1	10	1	D/615/4745
13. Solving Problems at Work	Level 1	10	1	K/615/4747
14. Social Media for Work	Level 1	25	3	T/615/4749
15. Understanding Finances and Budgets	Level 1	30	3	F/615/4754
16. Understand the Role of Representative Bodies	Level 1	10	1	L/615/4823
17. Understanding Conflict	Level 1	15	2	R/615/4810
18. Rights and Responsibilities in Employment	Level 1	15	2	D/615/4812

## 1.7 Intended Audience

These qualifications are intended for learners who require or desire an introduction to the knowledge, understanding and skills that would enhance their employment opportunities.

## 1.8 Age and Entry Requirements

This qualification is intended for learners aged 14 and above.

There are no formal entry requirements for this qualification. However, learners are likely to benefit from having a basic level of literacy and numeracy, and the ability to communicate verbally and in writing in English at a level sufficient to engage with the learning materials and complete the required assessments.

The qualification is designed to be accessible to learners from a wide range of backgrounds, including those with little or no prior experience of formal education or employment. Centres should consider learners' individual support needs and ensure appropriate provision is in place.

Centres working with learners who have additional learning needs should refer to GA's Reasonable Adjustments policy to ensure appropriate support is in place.

Centre recruitment and enrolment processes must be carried out by suitably qualified and experienced centre staff.

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

## 1.9 Recognition of Prior Learning and Transfer of Credits

Recognition of Prior Learning (RPL) is a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a GA qualification, prior to the learner 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 learner must have satisfied before they are assessed as eligible to be awarded the qualification.

Where there is evidence that the learner's knowledge and skills are current, valid and sufficient, the use of RPL may be acceptable for recognising achievement of assessment criteria, learning outcome or unit(s), as applicable. The requirement for RPL in such instances must also include a consideration of the currency of the knowledge gained by the learner 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.

All RPL decisions and processes are subject to External Quality Assurance (EQA) scrutiny and must be documented in line with GA's quality assurance requirements.

No transfer of credits is permitted.

### 1.10 Reasonable Adjustments and Special Considerations

Assessment for this qualification is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

Please refer to the GA Candidate Access Policy, available on the GA website, which contains information about Reasonable Adjustments and Special Considerations. This policy document provides centre staff with clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the qualification.

### 1.11 Relationship to Other Qualifications and Progression Opportunities

These qualifications sit alongside and complements learning in a variety of academic and introductory vocational studies qualifications at Level 1, which learners may be taking concurrently. The qualifications may also complement vocational qualifications at Level 1 where employability skills form part of a broader learning programme.

Upon completion of the Award or Certificate in Employability, learners may progress onto:

- Level 1 or Level 2 qualifications in various vocational areas
- Pre-Apprenticeship or Apprenticeship programmes
- Further education programmes combining vocational and academic qualifications
- Supported employment or work experience programmes leading to sustained employment

### 1.12 Language of Assessment

This qualification is offered in English.

Further information concerning the provision of qualification and assessment materials in other languages may be obtained from GA.

### 1.13 Qualification Availability

This qualification is available in the UK and internationally.

If you would like further information on offering this qualification, please contact us. Our contact details appear on our website, [www.gatehouseawards.org](http://www.gatehouseawards.org)

## Section 2: Qualification Delivery: Assessment, Quality Assurance Model and Administration

### 2.1 Teaching and Learning Requirements

Courses leading to this qualification 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.

Learners must have suitable access to teaching and assessment staff as well as technical support. It is essential that the centre provides specialist staff, high quality learning materials and access to assessment opportunities.

### 2.2 Assessment & Quality Assurance Model

This qualification is a centre-assessed qualification. This means that it is internally assessed and internally moderated by centre staff who must clearly show where learners have achieved the learning outcomes, assessment criteria and qualification requirements.

Detailed Assessment Instructions for each component unit of this qualification is provided in Section 4 *Unit Specifications* below.

Assessment, internal moderation and quality assurance activities are subject to external moderation and quality assurance conducted by GA.

This qualification is subject to the GA Centre Assessment and Standards Scrutiny (CASS) and General Moderation Policy.

### 2.3 Assessment of Learners and Portfolio Requirements

Learners are assessed against the learning outcomes and assessment criteria for each unit they undertake, and must demonstrate achievement of all learning outcomes in their chosen units in order to be awarded the qualification.

Given the vocational and applied nature of this qualification, centres are encouraged to use assessment methods that reflect real or realistic workplace contexts where appropriate.

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

To meet the assessment requirements, learners must:

- follow a suitable programme of learning.
- maintain and submit a portfolio of all coursework incorporating all materials related to assessment.

All evidence must be mapped against the learning outcomes and assessment criteria, reflecting the type of evidence supplied and indicating its location. Using portfolio reference numbers will enable the learner, assessor, IQA and EQA to quickly locate the evidence submitted.

Suitable sources of evidence may include the following:

- essays/assignments
- short questions and answers
- professional discussions
- workbooks
- reflective accounts
- records of questioning
- case studies

The centre must ensure that the learner's work is authentic.

All evidence must be marked and assessed by centre assessors in line with the GA CRAVES requirement, clearly indicating where the learner has achieved the requisite knowledge and understanding.

Assessors are responsible for providing feedback and instructions for re-submission, where applicable.

All assessment decisions and internal moderation are externally quality assured by GA.

## 2.4 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 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
- **sufficient:** the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy

## 2.5 Resubmissions

GA recommends that the centre operates a policy of allowing learners to resubmit assessed work a maximum of two times. However, the acceptance and management of resubmissions of assessed work is at the discretion of the centre.

The decision regarding whether to permit a learner to resubmit work and/or attempt an assessment again will be based on an evaluation of how closely their previous attempts met the passing criteria. This evaluation will consider the extent to which the learner's work demonstrated progress towards meeting the required standards.

Resubmitted work will be assessed with the same rigour and adherence to standards as the initial submission.

If a learner does not pass after three attempts at submitting assessed work, the centre must consider the following course of action:

- Additional support – consider whether the learner could benefit from additional support, remedial guidance, or additional resources to help them understand the material better. This could involve providing extra teaching sessions, study materials, or one-on-one tutoring to address specific areas of difficulty. Sometimes, extending deadlines or providing additional time can alleviate pressure and allow for better comprehension and performance.
- Review and feedback - consider whether sufficient detailed feedback, which highlights areas that need improvement and provides specific guidance on how the learner can enhance their work, has been provided after each attempt.
- Alternative assessment methods - consider whether an alternative assessment method, such as the use of professional discussion, may provide opportunities for the learner to demonstrate their understanding. The centre should refer to the GA Candidate Access Policy for further information.
- Reconsideration of participation - assess whether the learner might need to take a break from the programme or whether, despite supportive measures and multiple attempts, the learner's progress is not indicative that they will meet the qualification

requirements. They may be issued with a final 'Fail' grade or withdraw from the programme.

The centre must ensure that their policies and procedures regarding learner dismissal or failure are communicated clearly to learners to maintain fairness and transparency.

## 2.6 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 takes into account 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.

## 2.7 Grading and Recording Achievement

All learning outcomes and assessment requirements must be met before a learner can be considered as having achieved the qualification.

This qualification is not graded on a scale. Learners are assessed as Pass or Fail.

The centre must ensure that regulations relating to the resubmission of work are adhered to.

## 2.8 Unit and Portfolio Sign Off

Upon completion, each unit must be signed off by the assessor and IQA to confirm the learner's achievement.

The content of the portfolio that contains all units the learners has achieved is subject to final portfolio sign off by the assessor and IQA to confirm that the specific qualification requirements and rules of combination have been met.

The learner is also required to sign an authenticity declaration, stating that the work contained in their portfolio is their own.

## 2.9 External Moderation and Quality Assurance Arrangements

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.

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. This will 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 qualification, 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 qualification
- 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 learners
- 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 learners
- administrative arrangements

- ensuring that any actions from moderation and wider quality assurance activities have been carried out by the centre
- confirming any claims for RPL, reasonable adjustments or special considerations

Through discussions with centre staff, examining learner 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.

## 2.10 Registering Learners and Unique Learner Numbers (ULNs)

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

Owing to the Total Qualification Time of this qualification, the validity period of registrations made will be two years. Should a learner 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 learners is known, this should be provided at the point of registration in order for GA to issue updates to the Learner Record Service.

## 2.11 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.

## 2.12 Record Keeping

Records of learner 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, both related to patients and 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, the centre 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.

### 2.13 Results and Certification

Centres may make claims for certification via the Ark when learners complete and the assessor and IQA have confirmed achievement. Claims for certification are subject to successful external quality assurance (EQA).

Following the EQA'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.

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.

### 2.14 Direct Claims Status (DCS)

Direct Claim Status is not available for this qualification.

## 2.15 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.

## Section 3: Staff and Resource Requirements for Centres

In order to deliver this qualification, the centre must ensure that they meet the following requirements for staff and physical resources.

### 3.1 General Staff Requirements

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance of this qualification are suitably qualified in line with the stipulations for teachers, assessors and Internal Quality Assurers (IQAs) detailed below.

The centre must ensure that they hold up-to-date and detailed information about the staff involved with the delivery and quality assurance of this qualification 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:

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

Centre staff must be familiar with the qualification requirements prior to offering the qualification or unit and planning the centre's assessment and moderation strategy.

The centre must also ensure that they have the management and administrative staffing arrangements in place which are suitable to support the registration of learners and the receipt of results and certificates.

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

### 3.2 Requirements for Teachers and Assessors

Teaching staff include those who deliver teaching and learning content for knowledge and understanding elements and those who are involved in practical teaching and learning in the clinical environment.

The primary responsibility of an assessor is to assess a learner's performance and ensure that the evidence submitted by the learner meets the requirements of the qualification.

It is the centre's responsibility to select and appoint suitably qualified and experienced teachers and assessors.

The teacher and assessor may be the same person, subject to meeting the criteria below:

All teachers should:

- hold, or be working towards, a recognised teaching or training qualification, e.g. Level 3 Award in Education and Training or equivalent\*

\*In the absence of a regulated teaching qualification, the teacher must ensure that they are able to demonstrate that they have delivered a minimum of 30 hours of teaching or assessing. They are then required to agree to update their training to an Ofqual-regulated teaching qualification within two years of commencing their role in order to continue to deliver the qualification. Trainee teachers MUST be mentored by a suitable qualified teacher.

All assessors should:

- hold, or be working towards, a recognised assessor qualification or their recognised equivalent\*\* e.g.,
  - 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.

\*\*Assessors may be working towards a relevant equivalent qualification in assessing under the guidance of a suitably qualified and experienced Assessor and their IQA. Trainee assessors' decisions MUST be counter-signed by a suitably qualified, experienced assessor.

In the absence of the required teaching and/or assessment qualifications stipulated above, tutors/assessors may also be considered qualified to deliver this qualification if they meet the following requirements:

- have experience of working in careers guidance, employment support, human resources, or a related field
- have experience of delivering employability programmes or supporting young people into work or further education
- have relevant professional development in employability, careers or education

All staff members in the roles of teachers and assessors must also:

- be able to evidence relevant and up to date teaching/assessing experience.
- understand the qualification structure, unit learning outcomes and criteria related to the teaching and learning being delivered.
- have access to appropriate guidance and support.
- participate in continuing professional development in the specific subject they are teaching and/or assessing.

Further information about supporting staff members working towards required qualifications, including requirements for mentoring, counter-signatories and record-keeping, along with expectations for participation in centre-led standardisation activities and instructions for increased sampling and internal moderation activities are also detailed in the Centre Handbook.

### 3.3 Requirements for IQA (Internal Quality Assurers, also referred to as Internal Moderators).

IQAs are responsible for internal moderation and quality assurance of the qualification to ensure standardisation, reliability, validity and sufficiency of the assessor's assessment decisions.

It is the centre's responsibility to select and appoint IQAs.

All IQAs should:

- hold, or be working towards\*\*\*, 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

\*\*\*Internal Moderators may be working towards a relevant equivalent quality assurance qualification under the guidance of a suitably qualified and experienced IQA. Trainee IQA's decisions MUST be counter-signed by a suitably qualified, experienced IQA.

IQAs must also 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.

In the absence of the required IQA qualification, individuals may be considered qualified to act as IQA if they meet the following requirements:

- have experience of quality assuring assessment in an education, training or employability context
- have a thorough understanding of the assessment requirements for this qualification and the standards expected at Level 1
- have relevant professional development in quality assurance, assessment practice, or education and training

Each assessor may have one or several appointed IQAs.

Staff may undertake more than one role within the centre, e.g., teacher, assessor and IQA. However, members of staff must NOT IQA their own assessment decisions.

The knowledge and experience of tutors, assessors and IQAs will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

### 3.4 CPD Requirements

All staff must ensure their role and subject-specific knowledge, understanding and competence is current and therefore must keep up to date with sector changes and developments.

Participation in continuing professional development in order to evidence contemporaneous proficiency must take place regularly. There is no set minimum number of hours of CPD required; however, the CPD activities must reflect contemporary standards and developments in the subject matter and content being delivered.

Records of CPD activities (both planned and those that have taken place) must be made available to GA at EQA visits or upon request.

### 3.5 Teaching, Learning and Assessment Resources

When devising teaching, learning and assessment materials for this qualification, the centre must:

- ensure teaching and learning materials directly address the learning outcomes and sufficiently prepare learners for assessment.
- structure materials to be accessible and engaging.
- use clear, unambiguous language appropriate for the level.
- align materials to the specific topics and content.
- pitch the level and depth of materials accurately based on the content to be delivered.
- ensure materials can be clearly attributed back to the centre.
- offer opportunities and resources for additional research and study, where appropriate.
- offer opportunity for learners to relate teaching and learning content to their own experience.
- ensure materials provide any relevant guidance to staff on consistent delivery.

Course programmes must be designed using the assessment requirements and unit specifications content below.

Teaching and learning resources must be relevant, up-to-date and of industry standard, in order to allow learners to adequately prepare for assessment. This will be considered at approval and during the on-going monitoring of the centre.

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

### 3.6 Venue and Equipment Requirements

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

The centre must ensure that all products and equipment used in the delivery and assessment of this qualification are 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 the centre.

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.

For this qualification, no specialist equipment or facilities are required. Centres should ensure learners have access to:

- a suitable learning environment appropriate to the age and needs of the learner group
- IT facilities, including internet access, to support research and the completion of assessment activities
- relevant learning materials, including resources relating to job searching, CV writing, workplace rights and similar employability topics
- access to online job boards, application portals or similar resources where units require learners to research or engage with real job opportunities

### 3.7 Ongoing Support

There are a number of documents on the GA website that centres and learners may find useful: [www.gatehouseawards.org](http://www.gatehouseawards.org). The website is updated regularly with news, information about 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 learners are correct and up to date.

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

At the time of approval, the centre is 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 Unit 1: Personal Qualities and Behaviours for Work

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

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

## 4.2 Unit 2: Searching for Job Opportunities

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

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

### 4.3 Unit 3: Producing a CV

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

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

#### 4.4 Unit 4: Completing a Job Application

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

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

## 4.5 Unit 5: Preparing for Interviews

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

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

#### 4.6 Unit 6: Inductions and First Days at Work

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

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

#### 4.7 Unit 7: Being Healthy and Safe at Work

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

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

#### 4.8 Unit 8: Being Managed at Work

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

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

## 4.9 Unit 9: Teamwork for Employment

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

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

#### 4.10 Unit 10: Effective Time Management

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

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

#### 4.11 Unit 11: Following Instructions

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

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

#### 4.12 Unit 11: Effective Customer Service

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

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

### 4.13 Unit 13: Solving Problems at Work

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

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

#### 4.14 Unit 14: Social Media for Work

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

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

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

#### 4.15 Unit 15: Understanding Finances and Budgets

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

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

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

#### 4.16 Unit 16: Understanding the Role of Representative Bodies

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

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

#### 4.17 Unit 17: Understanding Conflict

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

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

#### 4.18 Unit 18: Rights and Responsibilities in Employment

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

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

Document Specification:					
Purpose:	To detail the specification of the GA Level 1 Award in Employability (603/1060/1) and the GA Level 1 Certificate in Employability (603/1063/7) qualifications.				
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Version:	2.2	Effective From:	March 2026	Indicative Review Date:	March 2031
Links to Ofqual GCR:	E3; G6; G7; H2	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy GA CASS Strategy and General Moderation Policy GA Quality Assurance policy		