



## Qualification Specification

GA Level 1 Award in Employability	603/1060/1
GA Level 1 Certificate in Employability	603/1063/7

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## Section 1 - Qualification Overview

### **1.1 Introduction: About the Employability Qualifications.**

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

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

This document provides Centres and Candidates with a comprehensive overview of the qualifications and 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 Gatehouse Awards Employability qualifications. In addition, essential policies, procedures and forms can be found in the Centre Handbook and on the Gatehouse Awards website: [www.gatehouseawards.org](http://www.gatehouseawards.org)

## 1.2 Qualification Titles, Qualification Numbers and Important Dates

Qualification Title and Level	Qualification Number	Operational Start Date	Operational Review Date
<b>GA Level 1 Award in Employability</b>	<b>603/1060/1</b>	01/02/2017	31/01/2022
<b>GA Level 1 Certificate in Employability</b>	<b>603/1063/7</b>	01/02/2017	31/01/2022

### 1.3 Qualification Aims and Objectives

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

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

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

### 1.4 Qualification Structure and Overview

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

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

<b>GA Level 1 Award in Employability</b>	Learners are free to choose units from two Groups, A & B to meet the rules of combination as they and their tutors see fit.
<b>GA Level 1 Certificate in Employability</b>	There are 20 units in total, including 19 at Level 1, ranging from 1 – 3 credits.

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

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

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

Units	Level	GLH	True Colour	Credits	Unit Reference
Group A Units					
Personal Qualities and Behaviours for Work	Level 1	15	Violet	2	K/615/4733
Searching for Job Opportunities	Level 1	10	Violet	1	M/615/4734
Producing a CV	Level 1	15	Violet	2	T/615/4735
Completing a Job Application	Level 1	15	Violet	2	A/615/4736
Preparing for Interviews	Level 1	15	Violet	2	F/615/4737
Understanding Inductions and First Days at Work	Level 1	20	Violet	2	J/615/4738
Group B Units					
Being Healthy and Safe in a Place of Learning or Work	Entry 3	15	Orange	2	L/615/4739
Being Managed at Work	Level 1	10	Violet	1	F/615/4740
Teamwork for Employment	Level 1	15	Violet	2	J/615/4741
Understanding Effective Time Management	Level 1	15	Violet	2	L/615/4742
Following Instructions	Level 1	10	Violet	1	R/615/4743
Understanding Effective Customer Service	Level 1	10	Violet	1	D/615/4745
Making Decisions	Level 1	10	Orange	1	F/615/4785
Solving Problems for Work	Level 1	10	Violet	1	K/615/4747
Using Social Media for Work	Level 1	25	Violet	3	T/615/4749
Understanding Finances and Budgets	Level 1	30	Green	3	F/615/4754
Coping with Change at Work	Level 1	15	Violet	2	M/615/4796
Understanding the Role of Representative Bodies	Level 1	10	Violet	1	L/615/4823
Understanding Conflict	Level 1	15	Orange	2	R/615/4810
Rights and Responsibilities of Employment	Level 1	15	Violet	2	D/615/4812

## 1.6 Intended Audience, Age and Entry Requirements

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

There are no formal entry requirements for these qualifications.

## 1.7 Rules of Combination

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

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

There are no further Rules of Combination.

## 1.8 Recognition of Prior Learning and Transfer of Credits

Recognition of prior learning (RPL) is as a method of assessing whether a learner's previous experience and achievements meet the standard requirements of a Gatehouse Awards 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 Gatehouse Awards 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 a 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.

Candidates who have achieved the GA Level 1 Award in Employability may use their achievement as prior learning towards the GA Level 1 Certificate in Employability (provided that their prior learning meets the principles outlined above) by completing extra units and ensuring that they meet the rules of combination detailed above.

No further transfer of credits is permitted for any GA Award in Employability.



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

The GA Level 1 Award and Certificate in Employability are ideal for Candidates to progress onto the Level 2 qualifications in Employability, further qualifications which reflect the context in which they work at Level 1 or 2 or into the True Colours suite of qualifications in Participation, Personal Progression and Independence at Level 1.

### **1.10 Language of Assessment**

These qualifications are offered in English.

### **1.11 Grading**

These qualifications are not graded. Candidates are assessed as Pass or Refer.

### **1.12 Qualification Availability**

These qualifications are available via Gatehouse Awards Approved Centres in the UK and internationally.

If you are not currently a recognised Gatehouse Awards Centre, or you do not have approval to offer Employability qualifications, please contact us. Our contact details appear on the front page of this publication and on our website [www.gatehouseawards.org](http://www.gatehouseawards.org).

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

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

Where Centres offer courses leading to the qualifications, these can be full-time, part-time, evenings only, as deemed appropriate in order to meet their learners' needs whilst preparing learners for assessment.

Centres should ensure that Candidates meet the minimum entry requirements for the qualification.

Regardless of the method of learning, Centres must ensure that Candidates have suitable access to the Centre, relevant Centre staff and any other resources including specialist staff and learning materials and access to assessment opportunities in order to complete the qualification. Full details of Centre requirements can be found in Section 3 below.

Further details and guidance on delivery can be found in the Unit Specifications in Section 4 below.

### **2.2 Assessment and Verification Model**

The GA Level 1 Award and Certificate in Employability are assessed via a portfolio of evidence, which is internally assessed and Internally Verified by the Centre.

Completed portfolios should be assessed by Centre staff, Internally Verified in line with the Sampling Strategy outlined in Appendix 1 below, and made available to the GA External Verifier.

Unit should be assessed in the context of the world of work. Knowledge criteria should be met by Candidates making reference to the world of work and/or their workplace. Skill criteria should be assessed in realistic conditions likely to be found in the workplace.

There are no further additional or special evidence or assessment requirements for these units/qualifications.

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

Candidates must be registered through the Ark, the Gatehouse Awards online Learner Management System. Owing to the Total Qualification Time of these qualifications, the validity period of registrations made will be 12 months. Should a Candidate not have achieved in the timescale, a new registration should be made by the Centre.

Each approved Gatehouse Awards Centre is provided with a user account to allow approved staff access to the online system.

Where Centres record the Unique Learner Number (ULN) of a Candidate, this should be provided at the point of registration in order for Gatehouse Awards to issue updates to the Learner Record Service.

## 2.4 ID Requirements

It is the responsibility of each Gatehouse Awards Approved Centre to have systems in place to ensure that the person taking any Gatehouse Awards qualification is indeed the person they are purporting to be. All Centres are therefore required to ensure that each Candidate's original formal identification documents are checked prior to registration.

## 2.5 Record Keeping

Centres are required to keep records of Candidates details, their work and any records of Reasonable Adjustments, Special Considerations and records containing Candidate's personal details in line with the Data Protection Act 1998 for a minimum of 2 years.

All records must be easily retrievable and made accessible to Gatehouse Awards or the Regulator upon request.

Following the External Verification of portfolios and the award of the qualification by Gatehouse Awards, Centres may return portfolios to the Candidates. Where the award has been claimed under Direct Claims Status, Centres must retain portfolios until the following external quality assurance visit to allow them to be sampled.

Centres are required to keep a record of the Internal Verification activity undertaken.

## Section 3 – Centre Requirements and Quality Assurance Arrangements

Any Centre wishing to offer Gatehouse Awards Employability qualifications must ensure that they have the following resources in place.

### **3.1 Staff**

The knowledge and experience of teaching staff will be considered during the centre and qualification approval process and at External Quality Assurance Visits.

Centres must ensure that they hold up-to-date and detailed information about the staff involved with the delivery, assessment, and internal quality assurance of the qualifications and must make records available to Gatehouse Awards upon request. The information Gatehouse Awards expects Centres 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

Centres 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 Employability qualifications must hold relevant qualifications.

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

Examples of qualifications and or relevant experience are:

- Level 3 Award in Information, Advice or Guidance
- Level 3 NVQ Certificate in Advice and Guidance
- Level 4 NVQ Diploma in Advice and Guidance
- Extensive experience working in Human Resources and/or Recruitment
- Extensive experience of managing people and teams
- Extensive experience of giving careers advice guidance or support

Gatehouse Awards 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 Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Certificate in Assessing Vocational 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 Employability qualifications must also be able to demonstrate ongoing professional development relevant to human resources, recruitment, team management, or providing careers advice and guidance.

### **Requirements for Internal Verifiers**

Internal Verifiers are responsible for the internal quality assurance of delivery and assessment and should be experienced assessors and trainers, hold relevant vocational qualifications (as listed above) and hold, or working towards, a relevant qualification in Internal Quality Assurance such as:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- Verifier's V1 or D34.

In addition, Centre Internal Verifiers must be familiar with Gatehouse Awards qualifications requirements and the requirements of the qualification.

Internal Verifiers working towards a relevant Internal Verification qualification must be supervised by a suitably qualified and experienced Internal Verifier.

The knowledge and experience of Teachers, Assessors and Internal Verifiers will be considered during the Centre and Qualification Approval process and at External Quality Assurance Visits.

### **External Verification**

Assessment and Internal Verification activity will be subject to External Verification.

### 3.2 Assessment of Candidates

Centres 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 qualifications. Candidates are assessed on the evidence contained within their portfolio. A range of assessment methods may be used in the production of evidence towards knowledge based assessment criteria, for example:

- Written assignments
- Questions and answers
- Professional discussion

Assessors should ensure that all evidence judged to meet the requirements is “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 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 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.

### 3.3 Internal Verification of Assessment

The Internal Verifier ensures that Assessors are assessing to the same standards, i.e. consistently and reliably, and that assessment decisions are correct. Internal verification activities should include:

- ensuring the assessment team are suitably experienced and qualified in line with the qualification requirements
- sampling assessments and assessment decisions
- ensuring that evidence for assessment is ‘CRAVES’ (Current, Reliable, Authentic, Valid, Evaluated and Sufficient)
- conducting standardisation of assessment decisions
- providing the assessment team with clear and constructive feedback on assessment decisions
- supporting the assessment team and providing training and development where appropriate
- ensuring any stimulus or materials used for the purposes of assessment are fit for purpose and allowable under the assessment guidance
- conducting and participating in standardisation of internal verification decisions.

Sampling of assessment decisions by the Internal Verifier should be planned and carried out in line with a clear internal verification strategy. Gatehouse Awards recommends that the strategy should incorporate the number of learners, number of assessment sites, number of assessors, experience and competency of assessors and the range of units being assessed. Further guidance on sampling strategies is contained in Appendix 1.

### **3.4 External Verification**

Approved Centres will be entitled to two External Verification visits per year. Additional visits can be requested, for which there may be an additional charge.

External Verification activities will focus on:

- 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 Candidates
- the internal verification and quality assurance arrangements
- sampling internal verification 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 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 Candidate's portfolios, talking to learners and reviewing documentation and systems, the External Verifier will provide the Centre with support, advice and guidance relating to the delivery, assessment and quality assurance of these qualifications.

### **3.5 Venue Requirements**

Centres must ensure that training premises have suitable access, in line with Disability Discrimination and Diversity & Equality law and regulations and any other regulations which apply.

### **3.6 Equipment**

Centres should ensure that all equipment used in the delivery of these qualifications is fit for purpose and complies with current Health and Safety legislation.

### 3.7 Teaching and Learning Resources

Gatehouse Awards does not prescribe the use of set course books, workbook or other materials for the Employability qualifications 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.

### 3.8 Certification

Following successful External Verification, the Centre must make claims for certification via the Ark, the Gatehouse Awards Learner Management System. Certificates are usually issued within 10 working days.

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

Certificates will only be issued to Candidates who have achieved sufficient credits and met the rules of combination for the qualification they are registered for. If a Candidate has not achieved sufficient credits and met the rules of combination, the qualification certificate will not be issued. Unit certificates can be issued where appropriate.

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. Candidate proof of identification) and will involve the return of the original certificate. Replacements and amendments may incur an additional charge.



### **3.9 Direct Claims Status**

Direct Claims Status can be granted once the Centre has evidenced consistently high quality systems and processes relating to delivery, assessment and internal quality assurance.

Gatehouse Awards requires a minimum of two external quality assurance visits with no action points relating to this qualification. The Centre must be considered 'low risk' by Gatehouse Awards.

Direct Claims Status can only be maintained under the quality assurance of the staff member in this role at the time of the award. Gatehouse Awards reserves the right to revoke DCS at any time should it be identified that the Centre has not followed the requirements of the qualification in any way, including failure to inform Gatehouse Awards of a change in staff responsible for the internal quality assurance of the qualification.

### **3.10 Enquiries and Appeals**

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

Candidates wishing to appeal should use the Centre's internal Appeals Policy and Procedures prior to appealing to Gatehouse Awards.

Centres wishing to appeal against any decision or action should contact their Gatehouse Awards Centre Administrator.

### 3.11 Ongoing Support

There are a number of documents on the Gatehouse Awards 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 Gatehouse Awards qualifications, sample materials, updates on regulations and other important notices for Centres and Candidates.

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.

Gatehouse Awards must be kept up to date with contact details so Centres can be provided with the best level of support and guidance. Contact details for Gatehouse Awards are:

Gatehouse Awards Ltd  
Address: 3<sup>rd</sup> Floor, Oaktree House, 408 Oakwood Lane, Leeds, LS8 3LG  
Tel: 0113 249 1000

Email: [info@gatehouseawards.org](mailto:info@gatehouseawards.org)

Web: [www.gatehouseawards.org](http://www.gatehouseawards.org)

In addition, Centres are assigned, at the time of approval, a designated Centre Administrator who is their primary point of contact for all aspects of service or support. Candidates should always speak to a member of staff at the Centre for information relating to Gatehouse Awards and our qualifications prior to approaching Gatehouse Awards directly.

## Section 4 – Unit Specifications

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

Unit Title		Unit Number
Personal Qualities and Behaviours for Work		K/615/4733
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1 Understand how personal qualities and behaviours can improve employment prospects	1.1	Identify personal qualities and behaviours that employers may like
	1.2	Outline the effect personal qualities and behaviours have on employability
	1.3	State which of these personal qualities and behaviours they have
	1.4	Identify examples of when they have demonstrated these personal qualities and behaviours
	1.5	Identify ways to improve own personal qualities and behaviours

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, to identify those traits they do have, and to know how to develop them.				

Unit 2 - Searching for Job Opportunities

Unit Title		Unit Number
Searching for Job Opportunities		M/615/4734
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1 Understand how to search for appropriate job opportunities	1.1	Identify sources of information, advice, and guidance for job opportunities
	1.2	Identify different ways to access job vacancy listings
	1.3	Identify different sources of job vacancy listings
	1.4	Identify job roles and sectors which suit them
	1.5	Outline reasons why these job roles and sectors suit them
2 Search for job opportunities	2.1	Access sources of job vacancy listings and select appropriate job opportunities
	2.2	Save and maintain job opportunity information in an appropriate format
	2.3	Identify areas in which they meet the requirements of a job opportunity
	2.4	Identify ways to improve their ability to meet the requirements of a job opportunity

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 interest, and know how to develop their ability to meet the requirements of different opportunities.				

## Section 4 – Unit Specifications

### Unit 3 - Producing a CV

Unit Title		Unit Number	
Producing a CV		T/615/4735	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Know the type of information usually included in a CV	1.1	Identify the information usually included in a CV
		1.2	Gather accurate and current information necessary for their CV
2	Understand the importance of referees in the recruitment process	2.1	Outline the function of a referee in the recruitment process
		2.2	Identify 3 characteristics that would make someone suitable to act as a referee
		2.3	Identify 3 characteristics that would make someone unsuitable to act as a referee
		2.4	Identify 2 people who would be suitable as their referees
3	Produce a CV	3.1	Identify features of an effective and engaging CV including: a) layout/format b) content
		3.2	Identify features to avoid when producing a CV
		3.3	Produce an engaging and effective CV using accurate and current information

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

Unit 4 - Completing a Job Application

Unit Title		Unit Number	
Completing a Job Application		A/615/4736	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Know the type of information usually in a job application	1.1	Identify the information usually included in a job application
		1.2	Gather accurate and current information necessary for their job application
2	Complete a job application including a supporting letter/statement	2.1	Complete a job application form
		2.2	Identify features of an effective and engaging supporting letter/ email including: a) layout/format b) content
		2.3	Identify features to avoid when producing a supporting letter/email
		2.4	Produce an engaging and effective supporting letter/email using accurate and current information
		2.5	Save and maintain job application information in an appropriate format

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

Unit 5 - Preparing for Interviews

Unit Title		Unit Number	
Preparing for Interviews		F/615/4737	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Know about different selection methods	1.1	Identify possible selection methods organisations may use
		1.2	Outline common features of possible selection methods
2	Know how to prepare for an interview	2.1	Identify types of useful information when preparing for an interview relating to: a) the job and/or organisation b) themselves
		2.2	Identify sources of useful information when preparing for an interview
		2.3	Outline the expectations interviewers will have of them
		2.4	Identify personal qualities and behaviours expected during interviews
3	Understand personal qualities and behaviours for interviews	3.1	Identify ways to leave a good first impression in an interview including: a) personal appearance b) behaviour and attitude
		3.2	Demonstrate active listening when answering questions
		3.3	Demonstrate personal qualities and behaviours expected during interviews
4	Identify strengths and areas of improvement in own performance	4.1	Identify strengths in own performance
		4.2	Identify areas for improvement in own performance
		4.3	Identify ways to improve own performance based on feedback given

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

Unit 6 - Understanding Inductions and First Days at Work

Unit Title		Unit Number	
Understanding Inductions and First Days at Work		J/615/4738	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Understand inductions and their possible features	1.1	State what is meant by the term 'induction'
		1.2	Identify 3 reasons why inductions are important for employees
		1.3	Identify 3 reasons why inductions are important for employees employers
		1.4	Identify possible features of an induction
		1.5	Outline why these may be included in an induction
2	Understand the importance of an induction, information, advice, or guidance at work	2.1	Outline how an induction may help them during their first few days at work
		2.2	Identify sources of information, advice, or guidance that may help them during their first days at work
		2.3	Identify how accessing this information, advice, or guidance may help them during their first few days at work
3	Understand the importance of first impressions and how to make a good one	3.1	Outline why first impressions are important in a work setting
		3.2	Identify ways to leave a good first impression in a work setting including: a) personal appearance b) 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				



Unit 7 - Being Healthy and Safe in a Place of Learning or Work

Unit Title		Unit Number	
Being Healthy and Safe in a Place of Learning or Work		L/615/4739	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Know about health and safety hazards and requirements in the work or learning environment	1.1	Give examples of health and safety requirements and guidelines in the work or learning environment
		1.2	State why it is important to follow these requirements and guidelines
		1.3	Identify common hazards and unsafe behaviours in the work or learning environment
		1.4	Give examples of ways to eliminate or reduce these hazards
2	Carry out tasks safely	2.1	Outline safe working practices and behaviours
		2.2	Follow instructions for working safely
		2.3	Use tools and equipment correctly and safely
		2.4	Demonstrate correct manual handling techniques
		2.5	Maintain a clean, tidy and safe environment
3	Know how to respond to emergencies and accidents	3.1	State the arrangements that are in place for emergencies and first aid
		3.2	Locate emergency and first aid equipment in the learning or work environment

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 health and safe in a place of learning or work, including following instructions, using equipment, as well as how to respond to emergency situations.				
Assessment Guidance / Requirements	This unit should be assessed in the context of the world of work. Knowledge criteria should be met by Candidates making reference to the world of work and/or their workplace. Skill criteria should be assessed in realistic conditions likely to be found in the workplace.				

## Section 4 – Unit Specifications

### Unit 8 - Being Managed at Work

Unit Title		Unit Number
Being Managed at Work		F/615/4740
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1 Understand the importance of managers their responsibilities	1.1	Outline how a good manager contributes to the success of: a) the organisation b) members of staff
	1.2	State what is meant by 'accountability' in a work context
	1.3	Identify people they may be accountable to in a work context
	1.4	Identify things they may be accountable for in a work context
2 Understand personal qualities and behaviours in a manager-employee relationship	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
	2.3	Demonstrate those personal qualities and behaviours during interaction with a manager
	2.4	Identify sources of information, advice, or guidance relating to being managed

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

Unit 9 - Teamwork for Employment

Unit Title		Unit Number	
Teamwork for Employment		J/615/4741	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Understanding teamwork	1.1	Outline three features of working individually
		1.2	Outline three features of working and as part of a team
		1.3	Identify situations where teamwork is an effective way of working
		1.4	Identify situations where teamwork is not an effective way of working
2	Work as an effective part of a team	2.1	Use effective communication skills to work collaboratively with members of a team
		2.2	Demonstrate personal qualities and behaviours associated with effective teamwork
		2.3	Identify their contribution to effective team working
		2.4	Identify the contribution of others to effective team working
3	Review own team working performance	3.1	Identify strengths of own team working performance
		3.2	Identify ways to improve own team working performance

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

## Section 4 – Unit Specifications

### Unit 10 - Understanding Effective Time Management

Unit Title		Unit Number
Understanding Effective Time Management		L/615/4742
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1 Understand the importance of punctuality and reliability	1.1	Outline why punctuality is important
	1.2	Outline why reliability is important
	1.3	Identify the benefits of being punctual and reliable: a) for themselves b) for others c) in a work setting
	1.4	Identify the consequences of not being punctual and reliable: a) for themselves b) for others c) in a work setting
2 Understand effective time management	2.1	Describe effective time management
	2.2	Outline why effective time management is important
	2.3	Identify strengths in own time management
	2.4	Identify areas for improvement in own time management
	2.5	Outline ways to improve own time management

<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 importance of being reliable and punctual, in both a personal and professional capacity, including recognising their own time management skills and how to develop them				

**Unit 11- Following Instructions**

Unit Title		Unit Number	
Following Instructions		R/615/4743	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Understand spoken and written instructions	1.1	Outline pros and cons of being given spoken instructions
		1.2	Outline pros and cons of being given written instructions
		1.3	Identify potential safety issues when not following instructions accurately
2	Follow spoken instructions, clarifying understanding.	2.1	Demonstrate active listening when being given spoken instructions
		2.2	Summarise a set of spoken instructions to clarify understanding
		2.3	Follow spoken instructions effectively
3	Follow written instructions	3.1	Summarise a set of written/visual instructions
		3.2	Follow written instructions effectively

<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 how to follow instructions given in different media, including the ability to consume and summarise specific instructions given to them.				
<b>Assessment Guidance / Requirements</b>	This unit should be assessed in the context of the world of work. Knowledge criteria should be met by Candidates making reference to the world of work and/or their workplace. Skill criteria should be assessed in realistic conditions likely to be found in the workplace.				

Unit 12 - Understanding Effective Customer Service

Unit Title		Unit Number	
Understanding Effective Customer Service		D/615/4745	
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:		
1 Understand the needs of customers	1.1	Outline what is meant by the term 'customer'	
	1.2	Identify examples of situations in which they have been a customer	
	1.3	State their own needs as a customer in one of the situations	
	1.4	Identify 3 different examples of customer needs	
2 Understand and demonstrate effective and engaging customer service	2.1	Outline why it is important to give good customer service	
	2.2	Identify 3 examples of good customer service	
	2.3	Use appropriate customer care within a familiar setting based on identified customer needs	

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.				

## Section 4 – Unit Specifications

### Unit 13 - Making Decisions

Unit Title		Unit Number
Making Decisions		F/615/4785
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1 Understand decision making and ways to do so	1.1	Identify examples of common decisions people have to make
	1.2	Identify different ways people make decisions
	1.3	Give examples of what to consider when making a decision
	1.4	Outline advantages of 2 different ways of making a decision
	1.5	Outline disadvantages of 2 different ways of making a decision
2 Reflect upon and justify decisions	2.1	Identify examples of decisions they make regularly
	2.2	State their preferred ways to make decisions
	2.3	Describe an important decision they have made
	2.4	Outline the rationale for the specific decision they made
	2.5	Describe the outcome of the specific decision they made
3 Know how to make better, more informed decisions	3.1	State negative consequences of making wrong or ill-informed decisions
	3.2	State ways to avoid making wrong or ill-informed decisions

<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 how to go about making decisions using different processes, including justifying, and reviewing their outcomes and consequences.				
<b>Assessment Guidance / Requirements</b>	This unit should be assessed in the context of the world of work. Knowledge criteria should be met by Candidates making reference to the world of work and/or their workplace.				

Unit 14 - Solving Problems for Work

Unit Title		Unit Number	
Solving Problems for Work		K/615/4747	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Know about different types of problem in a work setting	1.1	Identify different types of problem that may arise in a work setting, giving an example of each
		1.2	Identify possible causes of each type of problem
		1.3	Identify ways of stopping problems arising in the future
2	Understand how problems can be solved	2.1	Identify effective methods of solving problems in a work setting
3	Formulate solutions to problem	3.1	Use effective methods to formulate possible solutions to a problem
		3.2	Outline which is the most appropriate solution to implement

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 solve problems in the workplace, including taking action to stop them from arising in the future.				



## Section 4 – Unit Specifications

### Unit 15 - Using Social Media for Work

Unit Title		Unit Number
Using Social Media for Work		T/615/4749
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1 Understand social media for work	1.1	Outline ways in which they can use social media to: a) sell or promote products and services b) engage with new customers and clients c) engage with existing customers and clients
	1.2	Identify 3 examples of businesses using social media and how they use it to: a) sell or promote products and services b) engage with new customers and clients c) engage with existing customers and clients
	1.3	Outline strengths and weaknesses in the way the businesses use social media
	1.4	Outline reasons why organisations may have a social media policy
	1.5	Describe potential legal issues arising from using social media for work
2 Understand threats to privacy and security when using social media for work	2.1	Outline potential online threats to privacy and security when using social media for work
	2.2	Describe ways to protect privacy and security when using social media for work
3 Use and maintain a social media account for work	3.1	Describe their purpose for using social media for work
	3.2	Identify and select an appropriate social media platform for their purpose
	3.3	Set up a social media account for their purpose
	3.4	Describe the target market and/or demographic for their purpose
	3.5	Identify appropriate individuals or businesses to engage with on their selected social media platform
	3.6	Use their social media account for their purpose by: a) Publishing and/or posting content on their selected social media platform, and/or; b) Engaging in conversations with others on their selected social media platform
	3.7	Check 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.				

## Section 4 – Unit Specifications

### Unit 16 - Understanding Finances and Budgets

Unit Title		Unit Number	
Understanding Finances and Budgets		F/615/4754	
Learning Outcome - The learner will be able to:		Assessment Criterion - The learner can:	
1	Understand income	1.1	Identify 3 different sources of income
		1.2	State the frequency of each source of income
		1.3	State whether the amount of each source of income changes or stays the same
		1.4	Identify reasons why sources of income may change in frequency and amount
		1.5	State ways of increasing income
2	Understand expenditure	2.1	Identify 3 different expenses
		2.2	State the frequency of each expense
		2.3	State whether the amount of each expense changes or stays the same
		2.4	Identify reasons why expenses may change in frequency and amount
		2.5	State ways of reducing expenses
		2.6	Outline how to plan for unexpected expenses
3	Understand how to make financial transactions	3.1	Identify different ways of paying expenses
		3.2	Outline how to make one of these payments
4	Understand relevant financial documents	4.1	Identify different types of financial documents
		4.2	Outline the purpose of different types of financial documents
5	Understand financial savings	5.1	Identify what saving means
		5.2	Identify why saving is important
		5.3	Identify different ways of saving
6	Plan finances	6.1	Outline how to establish a budget plan
		6.2	Identify sources of information, advice, or guidance for budgeting
		6.3	Draw up 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				
<b>Assessment Guidance / Requirements</b>	This unit should be assessed in the context of the world of work. Knowledge criteria should be met by Candidates making reference to the world of work and/or their workplace.				

## Section 4 – Unit Specifications

### Unit 17 - Coping with Change at Work

Unit Title		Unit Number
Coping with Change at Work		M/615/4796
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1	Understand change at work and why it may happen	1.1 Describe what is meant by the term 'progressive change'
		1.2 Identify different stages within the process of change
		1.3 Describe 2 examples of planned changes that may occur at work
		1.4 Describe 2 examples of 2 unplanned changes that may occur at work
		1.5 Describe 2 examples of large scale changes that may occur at work
		1.6 Describe 2 examples of small scale changes that may occur at work
		1.7 Explain why 3 of these changes may happen at work
2	Understand the impact of change at work	2.1 Describe recent changes at work
		2.2 State whether each change was: a) Planned or unplanned b) Large scale or small scale
		2.3 Explain negative effects changes at work can have on own life
		2.4 Explain positive effects changes at work can have on own life
		2.5 Describe the impact of change on an organisation
		2.6 Describe the impact change can have on a community
3	Understand ways of coping with change at work	3.1 Describe how people might react to change at work
		3.2 Outline strategies for coping with change at work
		3.3 Identify people and resources available to help employees cope with change at 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 ways of coping with change at work, including the nature, causes, effects, reactions and resources for coping with change.				

## Section 4 – Unit Specifications

### Unit 18 - Understanding the Role of Representative Bodies

Unit Title		Unit Number
Understanding the Role of Representative Bodies		L/615/4823
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1	Understand representative bodies and their impact	1.1 Identify three different types of representative body
		1.2 State the role of each type of representative body
		1.3 Outline the contribution different types of representative bodies have made to society
		1.4 Identify 3 examples of representative bodies in an specified industry sector
		1.5 State who each of the identified bodies represent
		1.6 Outline the benefits membership of representative bodies for: a) employees b) employers

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 and impact of different representative bodies.				

Unit 19 - Understanding Conflict

Unit Title		Unit Number
Understanding Conflict		R/615/4810
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:	
1 Understand different types of conflict and their causes	1.1	State what is meant by the term 'conflict'
	1.2	Identify different types of conflict
	1.3	Give examples of possible causes or conditions that may lead to conflict.
	1.4	Give examples of different triggers of conflict
	1.5	Describe examples of conflicts they have experienced
2 Know about possible consequences arising from conflict	2.1	Outline possible negative consequences arising from conflict
	2.2	Outline possible positive consequences arising from conflict
3 Understand emotional and physical responses to conflict	3.1	Describe different emotional reactions people may have when experiencing conflict
	3.2	Describe different physical reactions people may have when experiencing conflict
4 Understand behaviours that may affect conflict	4.1	Outline the importance of communication in reducing or avoiding conflict
	4.2	Identify and explain behaviours that may result in increased conflict
	4.3	Identify and explain behaviours to reduce or avoid conflict

Unit Level	Level 1	Credit Value	2	Guided Learning Hours	15
Unit Aim	The aim of this unit is to enable a Learner to understand conflict, its potential underlying causes, immediate triggers, the impact it has on individuals' behaviour.				
Assessment Guidance / Requirements	This unit should be assessed in the context of the world of work. Knowledge criteria should be met by Candidates making reference to the world of work and/or their workplace.				

Unit 20 - Rights and Responsibilities of Employment

Unit Title		Unit Number	
Rights and Responsibilities of Employment		D/615/4812	
Learning Outcome - The learner will be able to:	Assessment Criterion - The learner can:		
1	Know about their occupational role and how it relates to other areas	1.1	Outline the role of a specified occupation within its organisation and industry sector.
		1.2	Identify different occupational areas and career pathways within a specified industry sector.
2	Know about information and advice, and guidance on their role	2.1	Identify internal and external sources of information, advice, and guidance on an industry, occupation, training and career pathway
3	Know how to work within an organisation's principles, procedures, and codes of practice	3.1	Outline the principles, procedures, and codes of practice of a specified organisation
		3.2	State how to work within the organisation's principles, procedures, and codes of practice
4	Know about issues of public concern in their organisation and industry sector	4.1	State issues of public concern that may affect the organisation and industry sector.
5	Understand the role and responsibilities of relevant representative bodies.	5.1	Identify different types of representative bodies relevant to the organisation and industry sector
		5.2	Give examples of different representative bodies relevant to the organisation and industry sector
		5.3	Outline the main roles and responsibilities of the relevant bodies
6	Understand the rights and responsibilities of themselves and employers	6.1	State a range of employee and employer statutory rights and responsibilities that affect their role.
		6.2	Outline how employment could be affected by other areas of legislation.
		6.3	State an employer's expectations for employees' personal standards and behaviours including: a) personal presentation b) punctuality c) behaviour and attitude
		6.4	State procedures and documentation within the organisation that recognise and protect relationships between employers and employees
		6.5	Identify sources of information, advice, and guidance on employment rights and responsibilities

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 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.				

## Appendix 1: Sampling Strategy: Information for Centres

When planning and carrying out internal verification activities, it is important that the internal verification team work to a sound verification sampling strategy to ensure that standardisation of assessment decisions takes place.

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

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

The Internal Verifier should check the planning, review and feedback is given to Candidates by the Assessor, including the accuracy of the application of any mark schemes, guidance and overall assessment decisions.

The Internal Verifier 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 Verifier must plan verification activities as outlined below.

### Sampling

Sampling should enable the Internal Verifier to evaluate how Assessors have reached their decisions. The Internal Verifier must be able to follow clear 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 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 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.

### What do Verifiers need to consider when planning the sample?

Work from every Candidate must be sampled and Verifiers should consider the following when considering the volume of work per Candidate that they should sample:

- The Candidates' ethnic origin, age and gender to ensure a representative range is 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 more than one or two units per Candidate. 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 Verifier 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.
- Previous feedback to Assessors regarding good practice and/or involved highlighting development needs, for example If the IV has a particular concern regarding the assessment decisions of a particular Assessor
- Whether any changes have been implemented relating to the assessment of the qualification or its units, for example the Awarding Organisation makes 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%.'

## Sampling Plan

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

Copies of sampling plans should be made available to other Verifiers and the assessment team, and sampling carried out according to the plan. Where variations are made, these should be recorded on the plan.

## Completing a Sample Record

Verifiers should record the verification activities on a Sample Record. As a minimum, this record must indicate the Assessor's decision, the content of the sample, the Verifier's decision and relevant feedback to the Assessor.

Where Verifiers agree with the assessment decisions, certification claims can go ahead. Where Verifiers do 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.

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 External Verifier upon request.



## Appendix 2: Glossary of Terms

**Appeal:** a request for a review of a decision.

**Assessor:** a member of staff at the centre employed for the purpose of making internal assessment decisions.

**Centre:** an institution or organisation, usually a school, college, training provider or employer which is approved by Gatehouse Awards to deliver the training, preparation and delivery of the assessment for a qualification.

**Comment** - an idea, suggestion or opinion on how Gatehouse Awards could improve its services.

**Complaint** - a formal expression of dissatisfaction made by a member of Gatehouse Awards staff, Candidate, Centre Representative or a member of the public who has reason to raise a complaint regarding the service received from, or conduct of, Gatehouse Awards as an Awarding Organisation or one of its Approved Centres.

**Compliment** - positive feedback about a service provided by Gatehouse Awards.

**Controlled Assessment** – an internal assessment, where the assessment materials are set either internally or externally, where Candidates are usually supervised by their teachers and elements of the assessment can be taken at flexible times, and internally assessed and moderated.

**Controlled Examinations:** examinations which are externally set and externally marked by the awarding organisation, and are conducted in accordance with *Regulations for Conducting Controlled Examinations*.

**CRAVES** – the principles of quality assurance in relation to the assessment of candidates' work, which stipulate that the work assessed must be Current, Reliable, Authentic, Valid, Evaluated and Sufficient.

**Examinations Officer:** a person who is employed by the Centre to be the single point of contact for the awarding organisation with regards to all aspects of the delivery and administration of examinations.

**Head of Centre:** a person who is employed by the Centre to be the single point of contact and accountability for all aspects of quality assurance with regards to the delivery of examinations.

**Marker:** a person who is employed by the awarding organisation and who marks the completed scripts or recordings of learners across a range of Centres approved by the awarding organisation. Also referred to as an **Examiner**.

**Moderation** – the process by which assessment across and within Centres is checked in order to ensure standardisation of results for Candidates.

**Examiner:** a person who is employed by the awarding organisation and who marks the completed assessment materials or recordings of learners across a range of Centres approved by the awarding organisation. Also referred to as a **Marker**.

**External Verifier / Moderator** - a person who is employed by the awarding organisation and is responsible for assuring the quality and consistency of assessment across Centres.

**Gatehouse Awards appointed Examination Observer:** a professional person engaged by Gatehouse Awards to attend Centres when controlled examination session has been booked for the purposes of ensuring that the examination is delivered in line with all relevant regulations and requirements.

**Gatehouse Awards Representative:** An individual or Organisation, or employee of such an organisation, contracted by Gatehouse Awards to represent Gatehouse Awards in specific locations outside the UK.

**Instructions (or rubric):** an explanation given on the front cover of the question paper in order to guide the learner e.g. in terms of the number of questions to answer, the time allowed or the marks allocated for each task.

**Interlocutor:** a person who is employed by the Centre to administer the spoken components of any controlled examinations. This term is usually used in the context of language assessments.

**Interlocutor script:** script provided for the members of staff delivering spoken examination components which should be adhered to unless otherwise indicated.

**Internal Verifier/ Moderator** – a member of staff employed by the centre who is responsible for monitoring the work of all assessors involved with the qualification, to ensure that they are applying the assessment criteria for the competency of skills consistently throughout all assessment activities, and that the evidence presented meets the requirements of CRAVES .

**Invigilator:** a person who is employed by the Centre to supervise learners whilst they undertake written elements of the controlled examinations.

**Learner (or Candidate):** a person who is registered with the awarding organisation to undertake a qualification and to be assessed for that qualification.

**UK Centre:** An approved Gatehouse Awards Centre, based in the United Kingdom (England, Northern Ireland, Scotland and Wales)

**Maladministration** – is a sub-category of malpractice which relates directly to the administration of Gatehouse Awards qualifications, but which has not been a deliberate act to attempt to subvert the integrity or security of the assessment process or the qualification as a whole.

**Malpractice** – a deliberate act by a staff member, Candidate or Centre which has, or may have, an adverse effect on the assessment process, the award of the qualification or the integrity or security of any examination or qualification made available by Gatehouse Awards.

**Marking (or assessing):** an activity which is undertaken by the Gatehouse Awards subject specialists to check the learners' answers to the test questions against the mark scheme in order to produce an overall mark or result.

**Moderation:** the process by which assessment decisions made by either centre's internal assessment staff, or awarding organisations' assessment staff (markers) are checked in order to ensure standardisation of results for learners.

**Overseas Centre:** An approved Gatehouse Awards Centre, located outside of the United Kingdom.

**Reasonable adjustment** - arrangements made prior to assessment which help to reduce the effect of a disability or difficulty that may place the Candidate at a significant disadvantage during the assessment process.

**Scripts:** the question papers completed by the learners. These may be referred to as **completed tests, completed question papers** or **completed assessment materials**.

**Special consideration** – a consideration applied during or after an examination when unforeseen circumstances may prevent the Candidate from attending or completing their examination, such as temporary illness, bereavement or disruption to examination.

**Tasks:** these form the parts of the tests and are the sections of the question papers which are answered by the learner.

**Tests:** the question papers which are provided by the awarding organisation to the Centre for the learners to undertake. These may also be referred to as **unit tests, examinations** or **assessment materials**.

**Tutor (or teacher, trainer, teaching staff):** a person(s) who is (are) employed by the Centre to teach the learners in preparation for the tests.

Document Specification:					
Purpose:	To detail the specifications of the Level 1 Award and Certificate in Employability				
Accountability:	GA Governing Body	Responsibility:	GA Quality Assurance Manager		
Version:	1	Effective From:	01/02/2017	Effective To:	01/02/2018
Links to Ofqual GCR	E3; G6; G7	Other relevant documents:	GA Centre Handbook GA Candidate Access Policy GA Malpractice & Maladministration Policy		