



# Qualification specification

**NCFE Level 2 Award in Employability Skills**  
**QN: 601/4664/3**

**NCFE Level 2 Certificate in Employability Skills**  
**QN: 601/4663/1**

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 6.2 January 2020). Please check the NCFE website for the most recent version.

- Information regarding the wellbeing and safeguarding of learners added to Section 1.
- Unit summary for Unit 24 Planning a budget (T/502/3567) amended.

# Section 1

## Qualification overview

## **Qualification overview**

### **Introduction**

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning the types of evidence for the NCFE Level 2 Award in Employability Skills or the NCFE Level 2 Certificate in Employability Skills.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Award in Employability Skills or NCFE Level 2 Certificate in Employability Skills.

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## Things you need to know

### NCFE Level 2 Award in Employability Skills

Qualification number (QN)	<b>601/4664/3</b>
Aim reference	60146643
Total Qualification Time (TQT)	60
Guided Learning Hours (GLH)	36
Credit value	6
Level	2
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

### NCFE Level 2 Certificate in Employability Skills

Qualification number (QN)	<b>601/4663/1</b>
Aim reference	60146631
Total Qualification Time (TQT)	150
Guided Learning Hours (GLH)	90
Credit value	15
Level	2
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

## **Total Qualification Time (TQT)**

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

## **Credit**

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

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## **About these qualifications**

These are regulated qualifications. The regulated numbers for these qualifications are:

- NCFE Level 2 Award in Employability Skills (601/4664/3)
- NCFE Level 2 Certificate in Employability Skills (601/4663/1)

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

## **Qualification purpose**

These qualifications are designed to prepare learners to enter the world of work.

## **Qualification objectives**

The objectives of these qualifications are to help learners to:

- develop and enhance skills required for the working environment
  - develop learners' confidence for employment and motivation
  - improve communication skills and personal effectiveness
  - provide a basis for further study
-



### Achieving these qualifications

To be awarded the NCFE Level 2 Award in Employability Skills, learners are required to achieve 6 credits as follows:

- 2 credits from Group A
- a minimum of 4 credits from Group B

To be awarded the NCFE Level 2 Certificate in Employability Skills, learners are required to achieve 15 credits as follows:

- 2 credits from Group A
- A minimum of 13 credits from Group B

### Group A mandatory unit

Unit no	Unit title	Credit
Unit 01	Understanding mindset	2

### Group B optional units

The optional units are grouped in 'clusters' to make selection easier, however, units can be taken from any group and don't need to be from the same 'cluster'.

### Work awareness cluster

Unit no	Unit title	Credit
Unit 02	Business and customer awareness	2
Unit 03	Dealing with your first days at work	1
Unit 04	Understanding your customers	1
Unit 05	Understanding motivation	1
Unit 06	Undersatanding work principles	1
Unit 07	Organisational products and services	1

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

Unit no	Unit title	Credit
Unit 08	How to keep improving	2
Unit 09	Setting your targets	1
Unit 10	Managing your time	1
Unit 11	Managing your information	1
Unit 12	Presenting information	2
Unit 13	Presenting yourself	2

### Problems and solutions cluster

Unit no	Unit title	Credit
Unit 14	Problem solving in a place of work	2
Unit 15	ICT for employment	2
Unit 16	Understanding innovation	1
Unit 17	Creative thinking	1
Unit 18	Understanding risk	1
Unit 19	Understanding and coping with change	1
Unit 20	Managing a project	2

### Taking responsibility cluster

Unit no	Unit title	Credit
Unit 21	Tackling number problems	2
Unit 22	Following instructions	1
Unit 23	Understanding your responsibilities in the workplace	1
Unit 24	Planning a budget	2

### Working with others cluster

Unit no	Unit title	Credit
Unit 25	Working in a team	2
Unit 26	Dealing with conflict	1
Unit 27	Working with colleagues	1
Unit 28	Working with managers	1
Unit 29	Valuing and supporting others	1
Unit 30	Using online collaborative workplace tools	3
Unit 31	Social media in the workplace	3

### Preparing for work cluster

Unit no	Unit title	Credit
Unit 32	Job search skills	1
Unit 33	Job application skills	1
Unit 34	Interview skills	1
Unit 35	Health, safety and security in the workplace	1

The learning outcomes and assessment criteria for each unit are provided in Section 3.

To achieve the NCFE Level 2 Award or Level 2 Certificate in Employability Skills learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in these qualifications specification. Grades are not awarded.

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

These qualifications have stand-alone unit programmes that are available for individual registration. Please visit the NCFE website for further information.

### **Essential skills**

While completing these qualifications, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

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### **Barred units, equivalencies and exemptions**

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

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

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

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### **Direct Claim Status**

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

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## Entry guidance

These qualifications are a short introduction for anyone preparing to enter the world of work. They are also suitable for anyone already working who wishes to formalise and further develop their existing experience and skills. These qualifications are also suitable for learners undertaking larger programmes of study in related industries (healthcare, sport etc). In addition, these qualifications provides a basis for those who may wish to progress to further study and development.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 1 qualification.

The Level 2 Award and the Level 2 Certificate are suitable for both pre-16 learners and also learners aged 16 and above.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of these qualifications. Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

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## Progression opportunities

Learners who achieve these qualifications could progress to:

- NCFE Level 3 Diploma in Business Administration
- NCFE Level 3 Diploma in Customer Service
- NCFE Level 3 Diploma in Management
- employment in a wide range of sectors.

They may also be useful to learners studying qualifications in the following sectors:

- business
- customer service
- team leading and management.

Learners can progress from an Award to a Certificate, but centres must carefully consider which qualification they want to register the learner onto, as the registration fee will be applied for both qualifications.

## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications [register.ofqual.gov.uk](http://register.ofqual.gov.uk) and on the NCFE website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

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## **Resource requirements**

There are no specific resource requirements for these qualifications, but centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

## **Support for learners**

### **Learner's Evidence Tracking Log (LETL)**

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

## **Support for centres**

There are a number of support documents available on the NCFE website that the centres might find useful.

## **Customer Support team**

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support assistant call 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

## **Reasonable Adjustments and Special Considerations Policy**

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

## **Subject maps**

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

## **Fees and Pricing**

The current fees and pricing guide is available on the NCFE website.

### **Useful websites**

Centres may find the following website(s) helpful for materials and resources to assist with the delivery of this qualification:

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

### **Training and support**

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

### **Learning resources**

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

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# Section 2

## Unit content and assessment guidance



## Unit content and assessment guidance

This section provides details of the structure and content of these qualifications.

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- learning outcomes
- Types of evidence information (including types of evidence for internal assessment/assessment guidance)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

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## Unit 01 Understanding mindset (K/506/7243)

<b>Unit summary</b>	The aim of this unit is to help learners understand why certain mindset qualities are attractive to employers, and to encourage them to think about times when they have displayed these qualities.
<b>Credit value</b>	2
<b>Guided learning hours</b>	14
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

### Learning outcome 1

The learner will:

1. Understand how mindset can improve employability

The learner can:

- 1.1 Describe what mindset qualities are attractive to employers
- 1.2 Identify what mindset qualities they already have and those to be developed to achieve own job goals
- 1.3 Describe why honesty, commitment, flexibility and accountability are key qualities in a potential employee
- 1.4 Describe how to show honesty, commitment, flexibility and accountability in own behaviour
- 1.5 Describe how own mindset qualities could affect their employability
- 1.6 Produce an action plan to improve own mindset qualities

### Types of evidence

Evidence could include:

- reflective account/diary
- workbook, questioning
- projects or assignments
- case studies
- short response test
- multiple-choice test
- simulated activity
- observation
- evidence from others
- witness testimonies from manager or supervisor

## Unit 02 Business and customer awareness (T/502/3536)

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<b>Unit summary</b>	This unit will introduce learners to some of the key aspects of working life and some of the underpinning attitudes required for work. The unit was introduced in direct response to concerns about the lack of awareness in new recruits (at all levels) of how business works, customer needs and the world of work.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

- 1 Be able to research local businesses and identify how they differ in purpose and customer base.

The learner can:

- 1.1 Collect information about 3 different local businesses, including one national business, from a given list of business types
  - 1.2 Describe what each business is about, showing:
    - what it does
    - how it is owned
    - the type of people it employs and the skills needed to work there
    - the type of customer it has
  - 1.3 Present their findings, including their sourced material, in a clear and appropriate way
- 

### Learning outcome 2

The learner will:

- 2 Understand the relationship between qualities and business and how this changes depending on the nature of business

The learner can:

- 2.1 Describe the types of qualities that employers expect in their staff giving a reason why it is important to have staff with the right qualities
  - 2.2 Describe how the different types of business and organisations may require different qualities depending on their purpose and customers
-

## Unit 02 Business and customer awareness (T/502/3536) (cont'd)

### Learning outcome 3

The learner will:

- 3 be able to source information on a local business and identify the qualities they are likely to look for in employees

The learner can:

- 3.1 Determine the nature of an important local business by examining information collected on the business
- 3.2 Describe the business's customer base
- 3.3 Identify the qualities that the business will look for in its employees
- 3.4 Present findings in a clear and appropriate way, describing the business's customer base

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

### Unit 03 Dealing with your first days at work (J/502/3539)

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<b>Unit summary</b>	This unit will build an understanding of the behaviours and attitudes needed for the first days of employment and for making positive impressions. It covers the induction process and orientation, the impact of first impressions, understanding their role within an organisation and further support and advice.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

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#### Learning outcome 1

The learner will:

- 1 Understand the induction process

The learner can:

- 1.1 Describe the role of induction and why it is important
  - 1.2 Identify the different ways that employers induct new employees into their business
- 

#### Learning outcome 2

The learner will:

- 2 Be able to get the most from an induction process

The learner can:

- 2.1 Describe the information that they need to get from an induction process
  - 2.2 Ask appropriate questions in an appropriate manner to elicit the information needed
-

### Unit 03 Dealing with your first days at work (J/502/3539) (cont'd)

#### Learning outcome 3

The learner will:

- 3 be able to make a good first impression

The learner can:

- 3.1 Describe why good first impressions are important from an employee and employer perspective
- 3.2 Describe how the following features help make a good first impression:
- appearance
  - timekeeping
  - manner
- 3.3 Apply their understanding to show they can make the right first impression in an appropriate work-related context and maintain the good impression for 5 days

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#### Learning outcome 4

The learner will:

- 4 Know how to access support during the first weeks in a new job

The learner can:

- 4.1 Describe where sources of support and assistance are found in places of work
- 4.2 Match different types of support issues to the appropriate sources of support in the place of work

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Types of evidence
Evidence could include: <ul style="list-style-type: none"><li>• workbook</li><li>• reflective account/diary</li><li>• questioning</li><li>• case studies</li><li>• peer reports</li><li>• short response test</li><li>• multiple-choice test</li><li>• simulated activity</li><li>• observation</li><li>• evidence from other ie witness testimonies from manager or supervisor</li></ul>

## Unit 04 Understanding your customers (A/502/3540)

<b>Unit summary</b>	Learners will be introduced to identifying and understanding customer needs within defined contexts. The unit will cover identifying who customers might be within the organisation as well as those external to the organisation.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Understand customer needs within the context of a specific work environment

The learner can:

- 1.1 Describe what is meant by a customer in this context, including:
  - internal customers
  - external customers
- 1.2 Identify who the customers are within this context
- 1.3 Describe the customers' specific needs within this context

### Learning outcome 2

The learner will:

- 2 Be able to show appropriate customer care

The learner can:

- 2.1 Describe what the customer expectations might be within a specific work context
- 2.2 Demonstrate the ability to meet these expectations in a work or simulated workplace setting

#### Types of evidence

Evidence could include:

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

## Unit 05 Understanding motivation (F/502/3541)

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<b>Unit summary</b>	Learners will be introduced to issues of motivation in a work context. The unit will cover what motivates or demotivates people and the impact this can have and how motivation can be influenced by colleagues, home life, career prospects and expectations. It will cover recognising and understanding individual motivation and the resulting behaviours in the place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

- 1 Be able to reflect on what motivates them and how this might influence their own performance

The learner can:

- 1.1 Describe what motivates and de-motivates them currently, giving examples of how each has influenced their performance
- 

### Learning outcome 2

The learner will:

- 2 Be able to recognise the key motivators and de-motivators that impact on work situations

The learner can:

- 2.1 Describe what motivates individuals in the place of work
  - 2.2 Describe what de-motivates individuals in the place of work
  - 2.3 Describe how a local company motivates its workforce
-



## Unit 05 Understanding motivation (F/502/3541) (cont'd)

### Learning outcome 3

The learner will:

- 3 Understand how motivated and de-motivated staff can have a positive or negative effect on the place of work

The learner can:

- 3.1 Describe the impact a motivated workforce can have on a business and the effect a motivated member of staff can have on others
- 3.2 Describe the impact a de-motivated workforce can have on a business and the effect a demotivated member of staff can have on others

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#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook, questioning
- projects or assignments
- case studies
- observation

## Unit 06 Understanding work principles (J/502/3542)

<b>Unit summary</b>	This unit introduces learners to the concept of work principles. It will cover identifying and understanding how learners' own cultural and ethical beliefs impact on their work principles and practice and the work principles that might be expected in different contexts, eg caring, banking and finance and construction
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

1. Understand how their personal attitude to work impacts on their work practice

The learner can:

- 1.1 Describe their attitude to work, providing an honest appraisal of their views
- 1.2 Draw up their attitude to work as a set of work principles
- 1.3 Explain how their work principles are demonstrated through their work practice

### Learning outcome 2

The learner will:

2. Understand work principles within different contexts

The learner can:

- 2.1 Describe how work principles can vary depending on the type of work or business, looking at:
  - public sector
  - private business
  - voluntary or third sector businesses
- 2.2 Describe how work principles can vary within organisations, giving 3 different examples

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- reflective journal

## Unit 07 Organisational products and services (L/502/3543)

<b>Unit summary</b>	This unit introduces learners to the ideas of sameness and difference between product-based and service-based organisations. It identifies what is meant by a product, how products are developed and defined, how service organisations' 'products' might differ from this and how it is the same or different to work in product-based or service-based organisations.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Understand the straightforward similarities between product-based and service-based organisations and how this impacts on the place of work

The learner can:

- 1.1 Describe how the idea of a product is defined differently in product-based and service-based industries
- 1.2 Describe the similarities that exist between product-based and service-based organisations
- 1.3 Describe how these similarities are reflected in the place of work in each type of business

### Learning outcome 2

The learner will:

- 2 Understand the differences between product-based and service-based organisations and how this impacts on the place of work

The learner can:

- 2.1 Describe the differences that exist between product-based and service-based organisations
- 2.2 Describe how these differences are reflected in the place of work in each type of business
- 2.3 Recognise a product-based and a service-based organisation from an organisational chart

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- case studies
- observation

## Unit 08 How to keep improving (R/502/3544)

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<b>Unit summary</b>	Learners will build an understanding of ongoing self-improvement at work. The unit covers, at a basic level, theories about the link between individual self-improvement and business/organisation need for improvement in a competitive environment and practical implementation, improvement for progression or promotion at work and for being responsive to new demands at work.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

- 1 Understand the basic features of theories linking self-improvement and place of work improvement

The learner can:

- 1.1 Identify 2 theories linking self-improvement and performance in the place of work
  - 1.2 Describe the key features of one of these theories
  - 1.3 Present their own opinion about the validity of the theory chosen, providing at least 2 examples to back up their argument
- 

### Learning outcome 2

The learner will:

- 2 Appreciate the link between their development and how this can support improvement generally at work

The learner can:

- 2.1 Describe what personal improvement means to them by:
    - reflecting on their own skill set in an open and honest way
    - identifying their achievements and opportunities
    - assessing how this relates to work
  - 2.2 Recognise how personal improvement can be used to improve behaviour and performance in the place of work
-

## Unit 08 How to keep improving (R/502/3544) (cont'd)

### Learning outcome 3

The learner will:

- 3 Understand how they ensure their own self-improvement at work

The learner can:

- 3.1 Describe the types of success criteria that could be applied to help them measure their performance at work
- 3.2 Invite feedback on their performance and show that they can deal positively with and act on the feedback received

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#### **Types of evidence**

Evidence could include:

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

## Unit 09 Setting your targets (A/502/3554)

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<b>Unit summary</b>	This unit introduces learners to formal and informal target setting in the place of work. It will cover why and how targets are set as part of the formal appraisal systems and how and why they might want to set informal personal targets.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

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### Learning outcome 1

The learner will:

- 1 Understand how target-setting forms part of formal and informal appraisal

The learner can:

- 1.1 Describe why target-setting is important in appraisals
  - 1.2 Describe the types of features that help make good targets in an appraisal system
- 

### Learning outcome 2

The learner will:

- 2 Know how to set personal targets that are specific, challenging, realistic and achievable, and evaluate their performance against their targets

The learner can:

- 2.1 Set personal development targets that are:
    - specific
    - challenging
    - realistic
    - achievable
  - 2.2 Monitor their performance against the targets they have set themselves
  - 2.3 Invite and deal positively with feedback on their progress against their targets
  - 2.4 Describe how they can evaluate performance against their targets and explain how they know if they have been successful or not
-

**Unit 09 Setting your targets (A/502/3554) (cont'd)**

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

## Unit 10 Managing your time (F/502/3555)

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<b>Unit summary</b>	This unit introduces the learner to time management. It covers developing a sense of responsibility and control when it comes to time, how to work autonomously and with appropriate people (eg supervisor) to identify priorities, how to identify when support might be needed and who to ask.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

1. Understand how time can be managed and know why time management is important

The learner can:

- 1.1 Describe the importance of time management and list 3 potential consequences of poor time management
  - 1.2 Describe the techniques that are available to manage time
- 

### Learning outcome 2

The learner will:

2. Be able to plan their own work actively with some autonomy

The learner can:

- 2.1 Plan a piece of work or learning that will involve some time management and show how they will manage their time effectively
  - 2.2 Review their progress against suitable milestones they have identified
  - 2.3 Recognise when support is needed and describe how they can work with an appropriate person to review their time management
- 

#### Types of evidence

Evidence could include:

- reflective account/diary
- projects or assignments
- questioning



## Unit 11 Managing information (L/502/3557)

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<b>Unit summary</b>	This unit will introduce learners to the type of information they might need to manage this work, covering issues of data protection, security and confidentiality relating to verbal, written and ICT-based information.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Understand the key issues when managing data in the place of work

The learner can:

- 1.1 Describe the sorts of information and data that are used by businesses, providing examples from a local business
  - 1.2 Describe 3 key issues related to the use of data in the place of work
- 

### Learning outcome 2

- 2 Know how to use work-based information following appropriate management procedures

The learner can:

- 2.1 Describe the types of procedures businesses have to govern the handling of information
  - 2.2 Demonstrate the ability to handle information safely
- 

### Learning outcome 3

- 3 Know how to work with numerical information using appropriate methods

The learner can:

- 3.1 List the different types of numerical information businesses have to deal with and describe 3 ways businesses present numerical information
  - 3.2 Interpret tabulated numerical information from a business context and present it in an appropriate graphical manner
-

**Unit 11 Managing information (L/502/3557) (cont'd)**

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• Workbook</li><li>• questioning</li><li>• projects or assignments</li><li>• case studies</li><li>• annotated material</li><li>• brochures or leaflets</li><li>• presentation materials</li></ul>

## Unit 12 Presenting information (M/502/3552)

---

<b>Unit summary</b>	This unit introduces different types of information used at work and covers topics such as presenting information in different formats depending on purpose and audience, data presentation and the use of ICT within the context of presenting work-based information.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Understand how work-related information is most commonly presented

The learner can:

- 1.1 Describe how information is presented in different forms in the place of work, giving 3 examples of commonly used methods
- 1.2 Describe how language is used to convey information in certain ways, looking at:
  - authoritative use of language
  - descriptive use of language
- 1.3 Describe some of the problems associated with the use of inappropriate methods and language when communicating work-related information

---

### Learning outcome 2

The learner will:

- 2 Be able to organise and present information for specific audiences within a place of work

The learner can:

- 2.1 Collect, collate and present work-related data from a range of work-related sources, using the most appropriate medium for the context
  - 2.2 Present work-related information to 2 different audiences, adapting the presentation appropriately each time
-

## Unit 12 Presenting information (M/502/3552) (cont'd)

### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- projects or assignments
- case studies
- short response test
- multiple-choice test
- simulated activity
- observation
- evidence from others
- witness testimonies from manager or supervisor

### Unit 13 Presenting yourself (T/502/3553)

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<b>Unit summary</b>	This unit looks at the range of ways learners may need to present themselves to employers and others, eg in person, on paper, on the telephone or electronically, and explores the type of approach they need to take to ensure that they make a good impression and represent themselves appropriately. The unit will look at constructing curricula vitae and personal statements as well as other self-promoting tools. The unit also looks at some of the ICT – based ways people present themselves, eg Facebook, Twitter, etc and uses this as a way to start to discuss key concerns.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Understand what personal information is needed and how it should be presented when creating a CV

The learner can:

- 1.1 Describe the different layouts and formats that can be used to create a CV
- 1.2 Create a paper-based CV using a particular layout that they feel is effective and fit for purpose
- 1.3 Describe why appropriate use and accuracy of use of language is important when presenting themselves on paper

---

#### Learning outcome 2

The learner will:

- 2 Demonstrate the ability to present themselves in an appropriate way in person and on the telephone

The learner can:

- 2.1 Present themselves in a way that would be appropriate for a specific place of work for 5 continuous days
- 2.2 Conduct themselves in a manner suited to a specific place of work for 3 continuous days
- 2.3 Conduct 2 telephone conversations with different people about work-related matters in an appropriate manner

## Unit 13 Presenting yourself (T/502/3553) (cont'd)

### Learning outcome 3

The learner will:

- 3 Understand how they can present information about themselves in other ways

The learner can:

- 3.1 Describe the online methods that are used to convey personal information and explain their uses in terms of the intended audience

---

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• workbook</li><li>• CV</li><li>• questioning</li><li>• annotated example material eg computer print-outs</li><li>• evidence from others, eg witness testimonies from manager or supervisor</li></ul>

## Unit 14 Problem solving in a place of work (A/502/3537)

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<b>Unit summary</b>	This learning will build on current levels of understanding of problem solving in a home, education or social situation taking them into a work environment. The unit covers the different types of problem learners might encounter in the place of work, applying problem - solving techniques and developing solutions.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Understand the different types of problem they might encounter in the place of work

The learner can:

- 1.1 Describe 2 main problems that can arise in the place of work in each of the following areas:
  - people
  - tasks
  - resources
- 1.2 Describe the impact that these problems can have on a business

---

### Learning outcome 2

The learner will:

- 2 Recognise the methods available to develop solutions for straightforward problems

The learner can:

- 2.1 Describe the main ways that businesses deal with problems related to:
    - people
    - tasks
    - resources
  - 2.2 Compare 2 different methods for solving the same problem in any of the 3 areas listed above
  - 2.3 Explain the method they consider to be the most effective way to deal with the problem, giving reasons to justify their choice
-

## Unit 14 Problem solving in a place of work (A/502/3537) (cont'd)

### Learning outcome 3

The learner will:

- 3 Be able to identify a potential problem and the ways that it might be resolved

The learner can:

- 3.1 Select a typical problem and describe the key features.  
3.2 Describe how a business could resolve the problem by identifying the:
- options available
  - implications of choosing each option
- 3.3 Describe how the business would know the problem had been resolved

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



## Unit 15 ICT for employment (D/502/3563)

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<b>Unit summary</b>	This unit will look at a wider range of software and will explore the types of software used in different job roles and business functions. The unit will also look at the internet and issues of safety, data back-up and protection.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Be able to appraise their own technology skills in relation to the different skills needed in different job roles

The learner can:

- 1.1 Describe how technology skills requirements can vary from job role to job role giving 3 examples of different job roles that they could apply for and showing what technology skills each requires
- 1.2 Describe the range of technology likely to be used in an employment sector they would like to work in
- 1.3 Carry out a self-audit of own ICT skills and familiarity with different technology used in the sector chosen

---

### Learning outcome 2

The learner will:

- 2 Know how to use a range of ICT equipment safely and how to use software commonly found in a place of work

The learner can:

- 2.1 Demonstrate safe and appropriate use of:
  - a photocopier
  - computer and printer
- 2.2 Demonstrate the ability to use word processing software effectively to produce a 3-page report that is appropriately titled, saved and printed out. The report will include:
  - use of the spell-checking tool
  - a table
  - use of titling
  - appropriate use of a header and/or footer
- 2.3 Demonstrate the ability to use email (or webmail) effectively, including being able to:
  - send email with an attachment
  - receive and respond to email appropriately

**Unit 15 ICT for employment (D/502/3563) (cont'd)**

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• projects or assignments</li><li>• reflective account/diary</li><li>• observation</li><li>• printouts of email activity</li><li>• word-processing documentation as drafts and final documents</li><li>• candidate reports</li></ul>

## Unit 16 Understanding innovation (L/502/3560)

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<b>Unit summary</b>	This unit introduces learners to innovation in the place of work. It covers definitions of creativity and innovation, implications and benefits of innovation, managing risk and practical implementation.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Understand the implication and benefits of innovation in the place of work

The learner can:

- 1.1 Describe what innovation means in a business and place of work context, providing at least 2 examples of different types of innovation
  - 1.2 Describe why innovation is important for businesses
  - 1.3 Answer the question “Does innovation come at a price?” convincingly, looking at the resource implications of innovation and balancing them against the benefits
- 

### Learning outcome 2

The learner will:

- 2 Understand how one organisation has benefited from innovation

The learner can:

- 2.1 Describe how one organisation has used its ability to innovate to improve some aspect of its business, providing examples of the innovation in question.
  - 2.2 Describe the innovation concerned, showing:
    - how the innovation came about
    - what the innovation is, using examples, diagrams and/or images to help illustrate the innovation
    - why it has benefitted the organisation
-

**Unit 16 Understanding innovation (L/502/3560) (cont'd)**

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

## Unit 17 Creative thinking (R/502/3558)

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<b>Unit summary</b>	This unit will introduce the concept of creative thinking in the place of work. It will cover what creative thinking might be, when creative thinking is appropriate and when it isn't, why creative thinkers are needed in the place of work and will introduce some tools which can develop and support creative thinking.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

1. Be able to recognise creative thinking and understand why it might or might not be appropriate in different work contexts

The learner can:

- 1.1 Identify examples of creative thinking and understand why these might or might not be appropriate in different work contexts
  - 1.2 Describe 3 barriers to the creative thinking process that they may have to overcome if they are to find a creative solution
- 

### Learning outcome 2

The learner will:

2. Know how to use a creative tool or technique to create an idea

The learner can:

- 2.1 Apply the use of at least one tool or technique to originate a creative solution, showing they can:
    - describe a problem or situation that will need a creative solution
    - select and use the tool(s) or technique(s) appropriately to originate a creative solution
    - comment on the suitability of the solution using appropriate criteria
  - 2.2 Describe how they coped with this type of learning and describe how they could use it to improve their performance elsewhere
-

## Unit 17 Creative thinking (R/502/3558) (cont'd)

### Learning outcome 3

The learner will:

3. Understand how businesses can make use of creative thinking

The learner can:

- 3.1 Describe how businesses use creative thinking
- 3.2 Describe the risks associated with creative thinking in a business context if it is not properly structured

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#### **Types of evidence**

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- case studies
- short response test
- multiple-choice test
- simulated activity

## Unit 18 Understanding risk (R/502/3561)

<b>Unit summary</b>	This unit introduces learners to risk management in the place of work. It will cover risk associated with capacity, environment, finance and resources. It will also cover acting within the level of own authority and basic level risk analysis for straightforward activities and learning from mistakes.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Understand risk and what it means for a local business

The learner can:

- 1.1 Describe what constitutes risk for businesses giving 3 examples
- 1.2 Research one local business and describe:
  - the key risks that might be encountered in the place of work
  - the contingency plans in place to mitigate against each risk described

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

## Unit 19 Understanding and coping with change (Y/502/3559)

<b>Unit summary</b>	This unit will support learners to identify why things can change at work and the different types of change. It will cover their own reactions to change and the reaction of others, mechanisms for coping with change and how to help themselves and others in times of change.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Understand why change can happen in the place of work and some of the positive and negative impacts

The learner can:

- 1.1 Describe the types of change that could occur in a place of work and provide examples of each. The types of changes will include technology, staff and 2 other examples
- 1.2 Describe a positive and negative change associated with the 4 types of change identified above
- 1.3 Describe why changes can happen in the place of work

### Learning outcome 2

The learner will:

- 2 Understand the reactions of others to change and how these reactions can be supported

The learner can:

- 2.1 Describe the types of reactions others may have to change and explain why they may have these reactions
- 2.2 Describe how they themselves perceive change, giving an honest appraisal of any concerns they might have
- 2.3 Outline the types of support networks that exist to help people cope with change in the place of work and provide examples for at least 2

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- projects or assignments
- case studies



## Unit 20 Managing a project (Y/502/3562)

---

<b>Unit summary</b>	This unit introduces learners to project work. It covers the nature of project work and projects at work and the roles of people and processes.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Know how to plan and set up a project

The learner can:

- 1.1 Plan a small-scale, straightforward project involving at least 2 other people
  - 1.2 Organise tasks, roles and responsibilities within the team
  - 1.3 Organise appropriate timelines and targets for the team and the project
  - 1.4 Show they can involve the whole team in planning and decision-taking where necessary
  - 1.5 Describe how the project and team performance will be evaluated to determine whether they were successful, providing the criteria that will be used and justifying their choice
- 

### Learning outcome 2

The learner will:

- 2 Know how to run and monitor progress in a report

The learner can:

- 2.1 Manage a project making sure that the following are monitored:
    - team member performance
    - timescales
    - other aspects necessary to make suitable progress
  - 2.2 Show they are able to deal with any straightforward problems encountered
  - 2.3 Communicate with team members in an appropriate manner by:
    - being respectful and supportive
    - being clear and precise about instructions
    - checking that instructions are understood
  - 2.4 Carry out own responsibilities effectively
-

## Unit 20 Managing a project (Y/502/3562) (cont'd)

### Learning outcome 3

The learner will:

- 3 Know how to evaluate a project once it has been completed

The learner can:

- 3.1 Apply the criteria identified to evaluate how the team performed as a team
- 3.2 Review their performance as a manager
- 3.3 Describe any areas that they want to develop further to become more effective as a project manager

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#### Types of evidence

Evidence could include:

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

## Unit 21 Tackling number problems (A/502/3568)

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<b>Unit summary</b>	This unit looks at some of the basic arithmetical computations that are common to most places of work and aims to show why these are relevant and important skills to have. In essence, the unit explores the numeracy associated with money and quantities.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Be able to solve common financial problems in a place of work context

The learner can:

- 1.1 Demonstrate accurate completion of 2 straightforward financial problems
  - 1.2 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling
- 

### Learning outcome 2

The learner will:

- 2 Be able to solve and present straightforward problems to do with quantities

The learner can:

- 2.1 Demonstrate accurate completion of 2 straightforward problems to do with quantities
  - 2.1 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling
- 

### Learning outcome 3

The learner will:

- 3 Be able to solve and present straightforward work-based problems to do with quantities

The learner can:

- 3.1 Demonstrate accurate completion of one straightforward problem to do with fractions and one to do with percentages
- 3.2 Demonstrate how the problem or solution could be shown graphically using appropriate methods and labelling

**Unit 21 Tackling number problems (A/502/3568) (cont'd)**

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

## Unit 22 Following instructions (K/502/3565)

<b>Unit summary</b>	This unit introduces learners to circumstances and contexts where following instructions is an important skill in the place of work. It covers active listening skills, confirming/clarifying understanding of verbal instructions, following written instructions, understanding when it might not be appropriate or safe to follow the instructions of others and how to deal with this.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

### Learning outcome 1

The learner will:

- 1 Be able to follow verbal and written instructions related to work-based tasks

The learner can:

- 1.1 Describe why following instructions is important in work-based situations
- 1.2 Demonstrate their ability to follow verbal and written instructions in 3 different situations, showing they can:
  - use active listening skills
  - show appropriate use of questioning skills to clarify their understanding
  - record the instructions in an appropriate way
- 1.3 Describe problems that can prevent understanding of verbal and written instructions and how they can be resolved
- 1.4 Describe 2 situations where following instructions and/or not following instructions can be unsafe

### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- projects or assignments
- observation

## Unit 23 Understanding your responsibilities in the workplace (M/502/3566)

---

<b>Unit summary</b>	This unit introduces the notion of personal responsibility in the place of work. It covers responsibilities everyone has for themselves, colleagues and customers in a work situation, eg following health and safety processes, and why these are important. It also covers taking responsibility for completing tasks and procedures as directed, and recognising the impact of own actions and behaviours.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Understand their responsibilities as an individual within the place of work

The learner can:

- 1.1 Describe the expectations your line manager has of you
  - 1.2 Describe the expectations your fellow employees have of you
  - 1.3 Describe the health and safety responsibilities you have as an employee
- 

### Learning outcome 2

The learner will:

- 2 Know how to take responsibility for completing work tasks

The learner can:

- 2.1 Keep a log showing how they meet expectations over the course of a week
  - 2.2 Describe what support exists to help them realise their place of work responsibilities should they need to access it
-

## Unit 23 Understanding your responsibilities in the workplace (M/502/3566) (cont'd)

### Learning outcome 3

The learner will:

- 3 Understand impact of own actions and behaviours

The learner can:

- 3.1 Describe how what they do and how they behave influences others around them  
3.2 Describe what the consequences would be if they failed to carry out their responsibilities in the place of work

---

#### Types of evidence

Evidence could include:

- reflective account/diary
- observation
- workbook
- evidence from others ie witness testimonies from manager or supervisor

## Unit 24 Planning a budget (T/502/3567)

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<b>Unit summary</b>	This unit introduces budgeting for personal and work related finances. It covers understanding of budgeting and how to set up and run a budget. The unit also covers presenting budgets on a software package.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Understand what basic budgeting involves

The learner can:

- 1.1 Describe why setting and monitoring a budget is important
  - 1.2 Describe the features of a basic budget
- 

### Learning outcome 2

The learner will:

- 2 Know how to set up and run a basic budget

The learner can:

- 2.1 Set up and follow a basic budget, monitoring the budget at appropriate intervals
  - 2.2 Maintain an accurate log or record, updated at regular intervals to show an accurate budget position
  - 2.3 Describe what their role is when setting and monitoring a budget and describe the roles of any others involved
-



## Unit 24 Planning a budget (T/502/3567) (cont'd)

### Learning outcome 3

The learner will:

- 3 Know how to represent their basic budget on an appropriate software package

The learner can:

- 3.1 Represent their budget on a spreadsheet, demonstrating the basic function of totalling a series of cells

---

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• reflective account/diary</li><li>• workbook</li><li>• projects or assignments</li><li>• multiple-choice test</li></ul>

## Unit 25 Working in a team (F/502/3538)

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<b>Unit summary</b>	This unit will cover the dynamics of team working and examine what it is to be an effective team player. The unit will cover the interpersonal skills needed, what it means to make a positive contribution to a team, the importance of adapting to different contexts and taking responsibility for own role and input.
<b>Credit value</b>	2
<b>Guided learning hours</b>	12
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Be able to apply the skills needed to form collaborative relationships

The learner can:

- 1.1 Demonstrate the ability to participate effectively in a team, showing they can:
  - help establish a consensus and reach agreements
  - be open and receptive to other people's ideas and input
  - provide constructive support and feedback to others
  - perform their agreed role and assigned tasks in a manner that ensures group success

---

### Learning outcome 2

The learner will:

- 2 Be able to adapt their behaviour within a team to ensure successful working relationships are established and maintained

The learner can:

- 2.1 Reflect on their own performance and behaviour in the team and assess the influence this has on others
  - 2.2 Use a range of verbal and non-verbal techniques that help facilitate discussions and support other team members
-

## Unit 25 Working in a team (F/502/3538) (cont'd)

### Learning outcome 3

The learner will:

- 3 Know the approaches that can be used to resolve issues and achieve team goals

The learner can:

- 3.1 Demonstrate some empathy skills in appreciating other team members' positions  
3.2 Demonstrate the ability to compromise if necessary to ensure that the team goals are achieved

---

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

## Unit 26 Dealing with conflict (F/502/3569)

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<b>Unit summary</b>	This unit introduces conflict in the place of work. It covers why conflict occurs and what can be done to prevent it. The unit also covers the rights of the employee and how they are protected.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Understand how conflicts can arise and how they are commonly resolved

The learner can:

- 1.1 Describe some of the common causes of conflict in the place of work
  - 1.2 Describe 3 different approaches used to prevent conflict arising or escalating
- 

### Learning outcome 2

The learner will:

- 2 Understand what attitudes and behaviours help when dealing with conflict

The learner can:

- 2.1 Demonstrate behaviour and techniques that would help prevent or de-escalate conflict should it arise
  - 2.2 Describe how language can play an important role in starting or resolving conflict. Look at the role of language in:
    - emails
    - conversation
    - giving instructions
  - 2.3 Describe some of the types of language an employee might encounter in the workplace
-

## Unit 26 Dealing with conflict (F/502/3569) (cont'd)

### Learning outcome 3

The learner will:

- 3 Understand employee rights in the place of work and recognise unacceptable behaviour

The learner can:

- 3.1 Describe what would constitute unacceptable behaviour and unacceptable language
- 3.2 Work with one employer's code of conduct manual or similar document to create a summary of the behaviour and conduct expected
- 3.3 Collect appropriate information about the rights employees have in the place of work and summarise their findings

---

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• reflective account/diary</li><li>• workbook</li><li>• questioning</li><li>• projects or assignments</li><li>• multiple-choice test</li><li>• simulated activity</li><li>• candidate and peer report</li><li>• observation</li><li>• evidence from others ie, witness testimonies from manager or supervisor.</li></ul>

## Unit 27 Working with colleagues (A/502/3571)

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<b>Unit summary</b>	This unit looks at the importance of maintaining effective working relationships with the people around you. The unit is not concerned with team working as such but rather seeks to address what it is like to function in a working environment occupied by others as well. The learner will explore the communication techniques and skills required and consider how the learner can thrive in this type of environment.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Understand work colleagues' expectations of them in the place of work

The learner can:

- 1.1 Describe the expectations their colleagues will have of them as a work colleague
  - 1.2 Assess how they currently behave in relation to these expectations and describe how they can improve how they work with colleagues
- 

### Learning outcome 2

The learner will:

- 2 Know how to use a range of communication skills and techniques to help source good working relationships with colleagues

The learner can:

- 2.1 Describe 3 communication techniques and 2 types of behaviour that can help establish and maintain effective working relationships with colleagues
  - 2.2 Recognise supportive and effective communication techniques and behaviour being used by others
  - 2.3 Demonstrate the ability to use 2 appropriate verbal and 2 non-verbal communication techniques when working with colleagues
-

**Unit 27 Working with colleagues (A/502/3571) (cont'd)**

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• reflective account/diary</li><li>• workbook</li><li>• questioning</li><li>• projects or assignments</li><li>• simulated activity</li><li>• observation</li><li>• evidence from others ie, witness testimonies from manager or supervisor.</li></ul>

## Unit 28 Working with managers (J/502/3573)

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<b>Unit summary</b>	This unit looks at the types of expectations line managers have of those they manage. The unit covers the issue of authority and its role in the place of work and how the learner can work within this system to perform in an effective and efficient way that will benefit both the manager and the person being managed.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Appreciate the role of managers and supervisors in the place of work

The learner can:

- 1.1 Outline 3 key features that often form part of a manager's or supervisor's role
  - 1.2 Describe 3 different types of manager that may be found in a business and outline the types of responsibilities they may have
  - 1.3 Describe the types of expectations managers and supervisors have of those they manage
  - 1.4 Describe the expectations employees may have of their line managers
- 

### Learning outcome 2

The learner will:

- 2 Know how to interact positively with a manager or supervisor and understand why this is important

The learner can:

- 2.1 Demonstrate positive interaction with a manager or supervisor
  - 2.2 Describe the mutual benefits of building effective relationships with managers
-



### Unit 28 Working with managers (J/502/3573) (cont'd)

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• reflective account/diary</li><li>• workbook</li><li>• questioning</li><li>• projects or assignments</li><li>• multiple-choice test</li><li>• simulated activity</li><li>• observation</li><li>• evidence from others ie, witness testimonies from manager or supervisor.</li></ul>

## Unit 29 Valuing and supporting others (T/502/3570)

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<b>Unit summary</b>	Linked to working in a team and working with colleagues, this unit covers the ways learners can develop and use the necessary skills to show that they value the contribution of others. The unit covers some of the often-overlooked attitudes and behaviours that help ensure that the learner can become a valued and valuable contributor to a place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

### Learning outcome 1

The learner will:

- 1 Recognise appropriate levels of praise and positive feedback to colleagues

The learner can:

- 1.1 Provide appropriate levels of praise and positive feedback to colleagues
- 1.2 Describe how the contributions of others are important to the overall effort

---

### Learning outcome 2

The learner will:

- 2 Understand the role of empathy in engaging with the needs of others

The learner can:

- 2.1 Describe why empathy is an important characteristic to have as an employee
- 2.2 Describe why empathy is an important characteristic to have as a manager
- 2.3 Explain how businesses can benefit if employees and managers have a better understanding of different positions

## Unit 29 Valuing and supporting others (T/502/3570) (cont'd)

### Learning outcome 3

The learner will:

3. Recognise and understand own strengths and how these can be used to support others in the place of work

The learner can:

- 3.1 Demonstrate how their own attitude and behaviour can be used to support others in work-related situations, demonstrating their ability to:
  - engage with a colleague's work problem
  - listen attentively
  - offer constructive suggestions and support

---

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• reflective account/diary</li><li>• workbook</li><li>• questioning</li><li>• projects or assignments</li><li>• multiple-choice test</li><li>• simulated activity</li><li>• observation</li><li>• evidence from others eg, witness testimonies from manager or supervisor.</li></ul>

### Unit 30 Using online collaborative workplace tools (F/506/7247)

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<b>Unit summary</b>	This unit introduces learners to the use of online collaboration in the workplace, focusing on safe and responsible use. This unit also helps learners develop the skills needed to contribute to online collaboration.
<b>Credit value</b>	3
<b>Guided learning hours</b>	28
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

1. Understand online collaboration in the workplace

The learner can:

- 1.1 Describe the purpose of using online collaboration tools in the workplace
  - 1.2 Describe how equipment/devices are used for online collaboration
  - 1.3 Outline a range of services that enable online collaboration
  - 1.4 Give examples of online collaboration tools used in the workplace
  - 1.5 Give examples of when content needs to be synchronised
- 

#### Learning outcome 2

The learner will:

2. Stay safe and act responsibly when using online collaborative workplace tools

The learner can:

- 2.1 Identify employee and employer risks of using online collaborative workplace tools
  - 2.2 Describe how to reduce of these risks
  - 2.3 Describe how to identify safety and security issues and how to report them
-

### Unit 30 Using online collaborative workplace tools (F/506/7247) (cont'd)

#### Learning outcome 3

The learner will:

- 3 Set up and contribute to online collaboration

The learner can:

- 3.1 Set up a user account for an online collaborative tool
- 3.2 Adjust the basic settings to meet requirements
- 3.3 Create, edit and save content online
- 3.4 Enable others to access shared information online
- 3.5 Upload and download files to and from an online collaboration tool
- 3.6 Download a mobile application to enable the accessing and updating of online content using a mobile device
- 3.7 Access and update online content using a mobile device

---

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• reflective account/diary</li><li>• workbook, questioning</li><li>• projects or assignments</li><li>• simulated activity</li><li>• observation</li><li>• evidence from others. Eg, witness testimonies from manager or supervisor.</li></ul>

### Unit 31 Social media in the workplace (M/506/7244)

---

<b>Unit summary</b>	This unit introduces learners to the use of social media in the workplace, focusing on safe and responsible use. This unit also allows learners to develop the skills needed to develop and maintain social media networks.
<b>Credit value</b>	3
<b>Guided learning hours</b>	28
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Understand the effective use of social media in the workplace

The learner can:

- 1.1 Describe the role of social media in the workplace
  - 1.2 Describe the importance of branding on social media services
  - 1.3 Identify tools that can be used to get the most out of social media
  - 1.4 Describe how businesses measure the success of social media activity
  - 1.5 Describe how businesses can grow the effectiveness of their social media activity
- 

#### Learning outcome 2

The learner will:

- 2 Be able to act safely and responsibly when using social media in the workplace, and comply with legal requirements

The learner can:

- 2.1 Describe the safety and security risks of using social media for business
  - 2.2 Define the laws associated with the use of social media
  - 2.3 Describe the implications to a business of inappropriate behavior when using social media
  - 2.4 Identify the components of a workplace social media policy
-

## Unit 31 Social media in the workplace (M/506/7244) (cont'd)

### Learning outcome 3

The learner will:

- 3 Be able to set up and maintain social media networks

The learner can:

- 3.1 Set up a business profile or page on a social media service
- 3.2 Use social media search tools to find, connect with and follow others to meet a specific purpose
- 3.3 Create and publish a variety of content in line with a given theme or campaign
- 3.4 Respond appropriately to content across a variety of social media services
- 3.5 Promote content across social media services

---

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- observation
- evidence from others – ie witness testimonies from manager or supervisor.

### Unit 32 Job search skills (D/502/3577)

---

<b>Unit summary</b>	This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs and make applications. The unit will cover identifying the best places to look for suitable job opportunities, using job-searching resources and knowing who can support them to look for work. The unit starts with a personal career plan and review then explores the different ways learners can attempt to find work. The learners then move on to review the local job market and assess their individual prospects.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Understand where and how to search for jobs

The learner can:

- 1.1 Describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the internet
  - 1.2 Describe the support networks that are available to them to help them find work or training
  - 1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given
- 

#### Learning outcome 2

The learner will:

- 2 Know how to develop a personal career plan

The learner can:

- 2.1 Describe the purpose of a career plan and detail the types of information it needs to contain
  - 2.2 Create a career plan for themselves following appropriate conventions regarding content and layout
-



### Unit 32 Job search skills (D/502/3577) (cont'd)

#### Learning outcome 3

The learner will:

1. Know how to assess their individual prospects against potential opportunities

The learner can:

- 3.1 Create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses:
  - their achievement and work experience to date
  - any further study or learning needed

---

Types of evidence
Evidence could include: <ul style="list-style-type: none"><li>• evidence of job vacancies from different sources</li><li>• brochures or other material from support agencies</li><li>• specific job opportunity of interest</li><li>• career plan</li><li>• presentation materials</li><li>• individual learning plan</li><li>• workbook.</li></ul>

### Unit 33 Job application skills (H/502/3578)

---

<b>Unit summary</b>	This unit introduces learners to the sort of information needed for a job application, how to complete a straightforward job application form and write a covering letter. Unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing. Presentation will also include use of electronic applications.
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<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Understand the type of information that job applications usually ask for

The learner can:

- 1.1 Collect 4 different job applications, at least one of which is online, and describe the different types of information they ask for
- 1.2 Assemble a personal file containing the types of information normally needed when completing applications
- 1.3 Describe what the implications are for completing online applications, looking at:
  - information retrieval
  - storage of completed forms

---

#### Learning outcome 2

The learner will:

- 2 Know how to complete a job application form and write a covering letter

The learner can:

- 2.1 Complete one job application and write a covering letter for a current vacancy, showing appropriate use of language and formality
- 2.2 Review the completed application form and letter and comment on how both could be improved

### Unit 33 Job application skills (H/502/3578) (cont'd)

<b>Types of evidence</b>
Evidence could include: <ul style="list-style-type: none"><li>• notes</li><li>• print-outs from on-line sites</li><li>• personal file of biographic information</li><li>• completed job application</li><li>• letter</li><li>• annotated application and letter.</li></ul>

### Unit 34 Interview skills (K/502/3579)

---

<b>Unit summary</b>	This unit synthesises the knowledge, skills and understanding in a number of other units (for example Managing your time, Presenting yourself, etc) and applies the learning to the specific context of the job interview.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

1. Understand what preparation is required before taking part in an interview

The learner can:

- 1.1 Describe the types of questions that are asked at interview, including questions about the:
  - job itself
  - working conditions
  - candidate
- 1.2 Describe the type of preparation that needs to take place in the run-up to an interview, including things like:
  - where to go and how to get there in good time
  - how to present themselves (manner and dress)
  - anticipating what might be asked and how they will respond
  - questions the candidate might want to ask.
- 1.3 Prepare to take part in an interview situation, rehearsing what they will say and how they will say it.

---

#### Learning outcome 2

The learner will:

2. Know how to conduct themselves during an interview

The learner can:

- 2.1 Conduct themselves appropriately in an interview situation, showing they can
    - demonstrate appropriate:
      - use of language
      - use of body language
      - dress sense
      - punctuality and formality
-

## Unit 34 Interview skills (K/502/3579) (cont'd)

### Learning outcome 3

The learner will:

- 3 Be able to reflect on their preparation in an interview situation

The learner can:

- 3.1 Review their performance in an interview situation, identifying where there might be room for improvement
- 3.2 Describe how this appraisal can be used to inform the preparation stage next time they take part in the interview process

---

#### Types of evidence

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- observation
- evidence from others – eg witness testimonies from manager or supervisor.

### Unit 35 Health, safety and security in the place of work (D/502/3580)

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<b>Unit summary</b>	This unit introduces learners to working safely and being healthy at work. The unit covers keeping a place of work safe and healthy for employees, working in a safe manner and keeping healthy at work. It covers legislation and responsibilities for health and safety at work at an appropriate level for the work context. It will look at personal security and security of the place of work.
<b>Credit value</b>	1
<b>Guided learning hours</b>	6
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

---

#### Learning outcome 1

The learner will:

- 1 Appreciate the role of health and safety legislation in keeping people safe in a work situation

The learner can:

- 1.1 Describe why health and safety legislation is necessary
- 1.2 Describe, giving examples, ways in which health and safety legislation materialises as practice in the place of work, looking at how a company can deal with its responsibilities through:
  - company policies
  - personnel
  - training
  - awareness raising

---

#### Learning outcome 2

The learner will:

- 2 Understand how health and safety legislation impacts a particular place of work

The learner can:

- 2.1 Describe how one important local employer deals with its health and safety responsibilities
  - 2.2 Describe what expectations the local employer has of its workers where health and safety is concerned
  - 2.3 Demonstrate that they can behave appropriately and safely in a place of work
-

**Unit 35 Health and well-being in the workplace (T/506/8783) (cont'd)**

**Types of evidence**

Evidence could include:

- reflective account/diary
- workbook
- questioning
- projects or assignments
- multiple-choice test
- simulated activity
- candidate and peer reports
- observation
- evidence from others, eg, witness testimonies from manager or supervisor.

# Section 3

## Assessment and quality assurance



## **Assessment and quality assurance**

### **How the qualification is assessed**

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Award in Employability Skills and the NCFE Level 2 Certificate in Employability Skills are internally assessed and externally quality assured.

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### **Internal assessment**

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
  - permit and encourage authentic activities where the learner's own work can be clearly judged
- 

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

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

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## Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

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## Presenting evidence

### Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

### Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

### **Test High School**

**Recorded evidence:** starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

**Venue:** School hall

**Audience:** Assessors, parents and friends

#### **Band 1:**

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

#### **Performance of XXX:**

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

---

## **Quality Assurance**

### **Internal quality assurance**

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

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### **External quality assurance**

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

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# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to these qualifications (not all verbs are used in these qualifications).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points...)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.
<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.

<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in the question or task.

# Section 5

## General information



## **General information**

### **Equal opportunities**

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

### **Diversity, access and inclusion**

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website

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