

# City & Guilds Employability Offer

Katherine Reid, Amanda Kelly  
& Alicja Twarowska



This webinar is being recorded and will  
be available on the Resource Hub shortly



# Housekeeping



## **This session is being recorded**

The session is being recorded, which will be made available on our [Resource Hub webpage](#).



## **Everyone is on mute**

Everyone is on mute.



## **Slides**

The slides will be available on the [Resource Hub webpage](#).



## **Questions**

Please add your questions into the question function on the control panel. Will we endeavour to answer all questions.



## **If the session cuts off**

Please try logging out and back in again using the original webinar link to gain access back into the session.

To join over the telephone, select “Phone Call” in the Audio pane and the dial-in information will be displayed.

# Introductions



**Amanda Kelly**

Industry Manager

Managing City & Guilds' portfolio of qualifications, products and services for Maths, English, Employability and ESOL



**Katherine Reid**

Lead Technical Advisor

Providing guidance and support across Maths, English, Employability and ESOL qualifications.

[Technical Advisors | City & Guilds](#)



**Alicja Twarowska**

Technical Advisor

Providing guidance and support across Maths, English, Employability and ESOL qualifications.

[Technical Advisors | City & Guilds](#)

# Welcome to this session

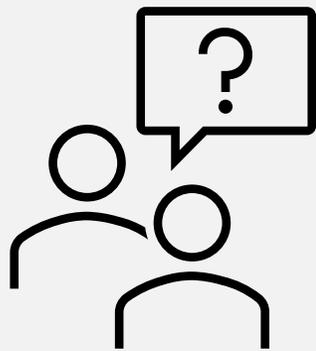
## We'll be focusing on...

- Qualifications on offer
- Choosing and implementing the qualifications
- Key documents
- Resources and support available
- Programme design and funding- things to consider
- Certification – Digital Credentials



# What is Employability?

A quick  
poll



Which of the following describe how you use employability qualifications (tick all that apply):

- Job Search skills
- Interview skills
- Preparing to be employed
- Communication and Teamwork skills
- Health awareness and Mental Health

# What is Employability?



What does Employability mean to you?

'Work plays an important role in our society. Access to good work not only helps people live free from poverty, it can provide meaning and purpose, and it forms the foundation of strong and resilient communities.'

(Learning & Work Institute)

Employment support - Learning and Work Institute

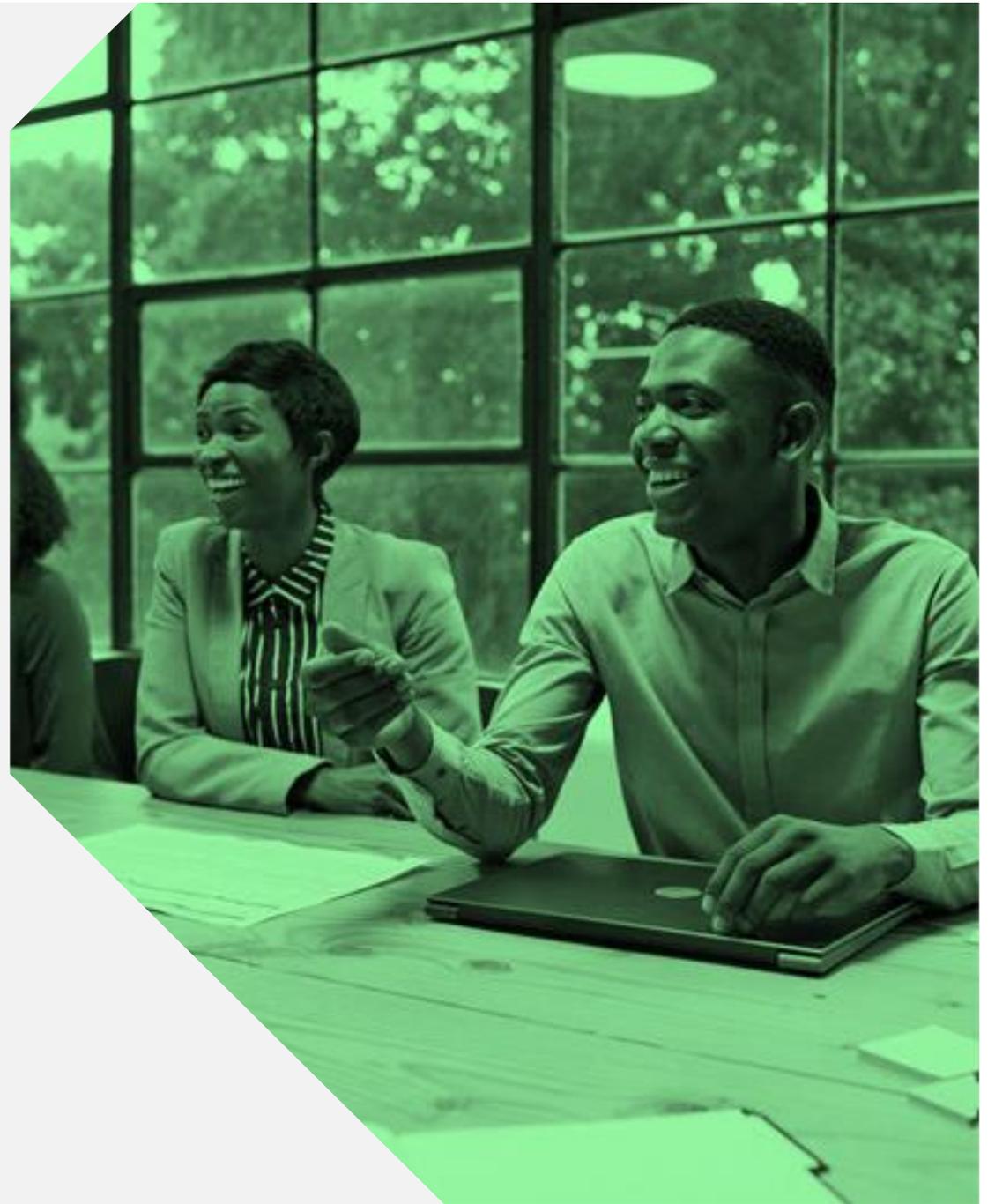


# What sits within the employability qualification offer at City & Guilds?



- 5546 Employability Skills
- 3803 Personal Progress
- 2935 Extended Project Skills
- 3719 Profile of Achievement

# Employability Skills (5546)



**What we have to help you...**

## **5546 Employability Skills**

**Qualifications available from Entry 2 to Level 2**

**5546-01      Introductory Award**

**5546-02      Award**

**5546-03      Extended Award**

**5546-04/40   Certificate**

**5546-05/41   Extended Certificate**

**5546-06/43   Diploma**

# The Employability Skills suite of qualifications (5546)

The **Employability Skills** suite of qualifications contains a mixture of 'employability' units and are all assessed by portfolio.

## They aim to support:

- job-seeking, retaining employment or progression to further learning
- career progression
- attitudes and behaviors
- independent living.

**Get into a job.**

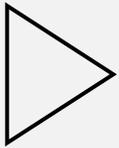
**Progress on  
the job.**

**Move onto  
the next job.**

# Developing a range of skills

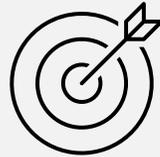


# Steps in planning the delivery



## Where is the learner starting?

Have they already completed any other units from this suite – or do they have relevant prior learning?



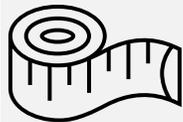
## What outcome do you want?

Choose a relevant combination of units to suit.



## What do you want to focus on?

What do you want the learners to gain skills in?  
e.g. preparing for work



## How big a programme are you looking for?

Roughly how many hours?  
NB: there's a range of qualification 'sizes' available, across E2, E3, L1 and L2



## What are the learners next steps?

Where will learners go from here?  
e.g. job/progression  
Level 2 Leadership and Team Skills



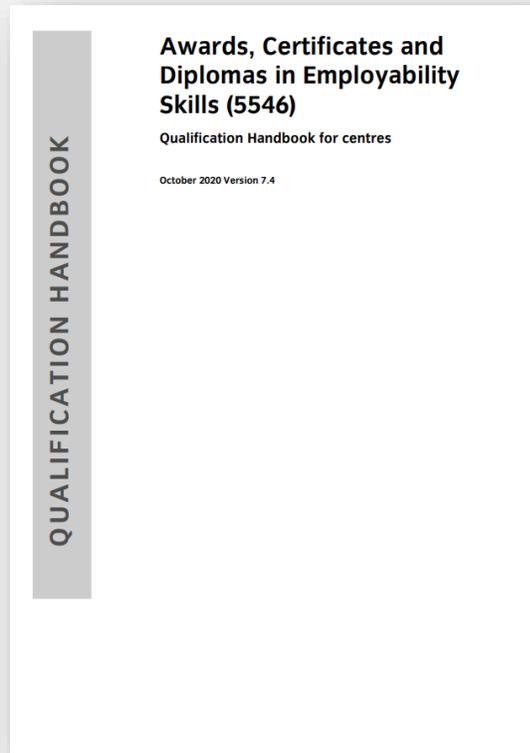
## Progression

Already a manager with no formal training? [L2 Leadership and Team Skills](#)

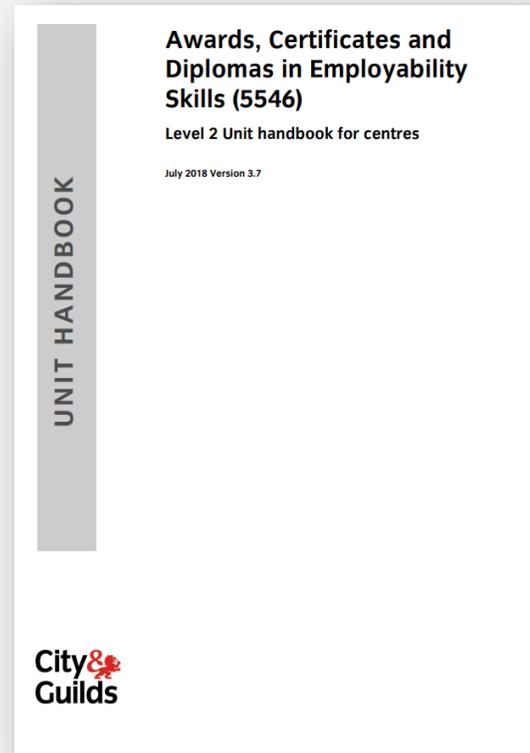
Wanting to set up your own business? [L2 Certificate in Enterprise](#)

A range of qualifications for next steps can be found on the [ilm qualifications webpage](#)

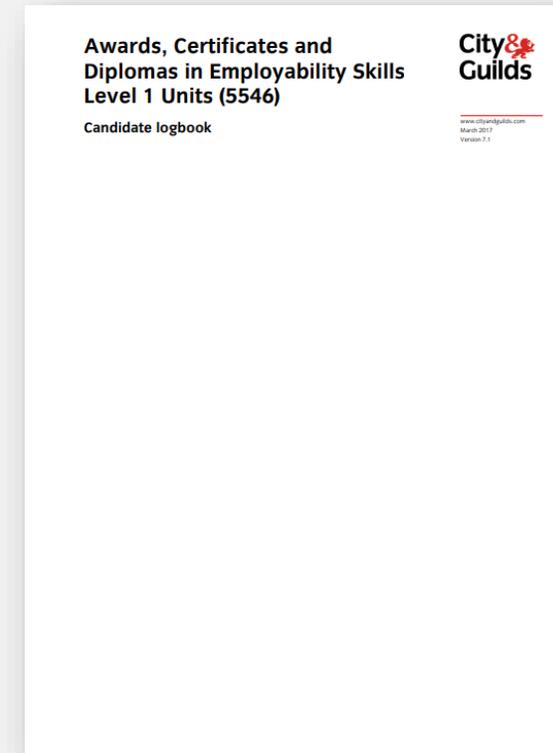
# Key documents



**Qualification Handbook**  
**Structural** information about delivering these qualifications.



**Unit Handbook**  
 Details **content** (i.e. learning outcomes, assessment criteria and guidance) for each unit.  
 Each **level** in a separate document.



**Candidate Logbook**  
 Document that records that records the experiences and activities of a candidate that show their progress against criteria.

# 5546 qualification sizes explained

## Credits vs Units, what's the difference?

5546	Award			Certificate		Diploma*
	Introductory	Award	Extended	Certificate	Extended	
Entry 2	2-5 credits	6-9 credits	10-14 credits	15-19 credits	20+ credits	n/a
Entry 3	2-5 credits	6-9 credits	10-14 credits	15-24 credits	25-36 credits	37+ credits
Level 1	2-5 credits	6-9 credits	10-14 credits	15-24 credits	25-36 credits	37+ credits
Level 2	2-5 credits	6-9 credits	10-14 credits	15-24 credits	25-36 credits	37+ credits

### Rules of Combination:

- No mandatory units
- At least 75% must be at/above level of qualification

Don't forget to claim the certification module to get the overarching certificate

## Example of Level 1 Certificate in Employability Skills

Qualification Title	GLH	TQT	C&G number	Qual accreditation number
C&G Level 1 Level Award in Employability Skills	77	150	5546-04/40	601/3643/1

### City & Guilds Level 1 Certificate in Employability Skills (601/3643/1)

#### Total Qualification Time (TQT): 150 hours

Learners must achieve a minimum of 15 credits, of which:

- a minimum of 11 credits must come from units 401-405, 407-462, 475-477, 480, 486, 488
- a minimum of 4 credits may come from units 301-349, 370-371, 375-377, 401-405, 407-462, 475-477, 480, 486, 488, 501-526. |

Plus **950** for certification.

**Note:** This qualification contains barred units. Please refer to Section 4.5 of this handbook or the Walled Garden.

## Example of Level 1 Certificate in Employability Skills

Unit	Title	GLH	Credit Value
401	Planning for progression	20	3
404	Effective communication	13	2
462	Applying for a job	16	2
407	Interview skills	18	3
423	Recognise the benefits of having work-life balance	9	2
402	Managing personal finance	20	3
431	Developing personal confidence	10	1
<b>Total</b>		<b>106</b>	<b>16</b>

# Unit 404

## Unit 404 Effective communication

<b>UAN:</b>	R/506/2702
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	13
<b>Aim:</b>	The aim of this unit is to give the learner an understanding of the importance of effective communication and the role of feedback.
<b>Assessment:</b>	Learner portfolio
<b>Barring:</b>	This unit is barred with the following units within 5546: <ul style="list-style-type: none"> <li>• <b>304</b> Entry 3 Effective communication</li> <li>• <b>315</b> Entry 3 Effective written communication for the workplace</li> <li>• <b>322</b> Entry 3 Effective speaking for the workplace</li> <li>• <b>504</b> Level 2 Communicating with others in the workplace</li> </ul>

<b>Learning outcome</b>
The learner will:
1. understand why effective communication is important
<b>Assessment criteria</b>
The learner can:
1.1 state the importance of effective verbal communication
1.2 give examples of <b>appropriate</b> and <b>inappropriate</b> verbal communication
1.3 state the importance of effective non-verbal communication
1.4 give examples of <b>appropriate</b> and <b>inappropriate</b> non-verbal communication.
<b>Range</b>
1.2 and 1.4 <b>appropriate</b> – suitable and acceptable.
1.2 and 1.4 <b>inappropriate</b> – unsuitable and unacceptable.

### Guidance and Evidence

For criterion 1.1 the learner must **state** the importance of effective verbal communication eg to avoid misunderstanding, to give accurate instructions, to avoid offence, to give an accurate account of something. Evidence may be a written or verbal learner statement or an assessor record.

For criterion 1.2 the learner must **give examples** of appropriate and inappropriate verbal communication eg will depend on the situation but could include, appropriate – clear instructions, polite and respectful, use of language including level, pitch and tone, inoffensive, inappropriate – rude, swearing, use of slang, shouting, sexist or ageist comments, offensive language. Evidence may be a written or verbal learner statement, an assessor record, mind map or spider diagram.

For criterion 1.3 the learner must **state** the importance of effective non-verbal communication eg reinforces what is said in words eg nodding head when saying 'yes', can convey an opposite meaning to what is said in words eg shrug of shoulders or sad impression, convey meaning about emotional state, define the relationship between people, change the flow of communication eg signaling to say finished or wish to say something. Evidence may be a written or verbal learner statement or an assessor record.

# Resources and support materials: Work packs

**Employability Skills (5546)**  
**Portfolio Development Work Pack**



**Entry 3**

**Applying for a Job – Unit 306**

**Candidate Pack**

Candidate name:

City & Guilds enrolment number:

Date of registration:

Date work pack completed:

**Activity 2**  
**Identify the different methods for job applications (1.2)**

Circle the words that identify the different ways of applying for a job.

Email                      YouTube                      In person

Flickr                      Trip Advisor                      Telephone

Skype                      MySpace                      Twitter                      Letter

Video                      MSN                      Online                      Text

Employment agency                      Chat room

Assessor feedback / comments:

The candidate has:	Yes	No
1.1 Identified the different types of job applications	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Identified the different methods for job applications	<input type="checkbox"/>	<input type="checkbox"/>

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Employability Skills (5546)**  
**Portfolio Development Work Pack**



**Entry 3**

**Applying for a Job – Unit 306**

**Tutor Pack**

**Activity 2**  
**Identify the different methods for job applications (1.2)**

Circle the words that identify the different ways of applying for a job.

Email                      YouTube                      In person

Flickr                      Trip Advisor                      Telephone

Skype                      MySpace                      Twitter                      Letter

Video                      MSN                      Online                      Text

Employment agency                      Chat room

**Support**

- Tell candidates there are eight methods.

**Progress Check**

- Discuss why some methods are inappropriate.

**Challenge**

- Tell candidates to select the method they would prefer to use and state why.

# Smart Screen

## Level 1 Employability units:

- 401 Planning for progression
- 402 Managing personal finance
- 403 Work-based experience
- 405 Career planning and making applications
- 407 Interview Skills

and many more...

The image displays a laptop screen showing the SmartScreen interface. The main header reads "TEACHING, LEARNING AND ASSESSMENT" in a red banner, with "EMPLOYABILITY" in a blue banner below it. The interface is divided into three main sections:

- Left Panel:** A navigation menu for "Unit 402 Applying for a job" under the "546 Level 1 Awards/Certificates/Diplomas in Employability Skills" category. It includes links for "Introduction", "Scheme of Work", "Sample Lesson Plan", and "Workpack".
- Center Panel:** Titled "Unit 408: Searching for a job" and "Candidate Work Pack". It features an image of a woman working on a laptop and a form with fields for "Candidate name:", "City & Guilds enrolment number:", "Date of registration:", and "Date work pack completed:".
- Right Panel:** Titled "Activity 1" and "Describe different resources available to find out about job information (1.1)". It includes a mind map diagram with "Available resources" at the center, connected to "Jobcentre plus", "Recruitment agency", "Company websites", and "Direct contact with a company".

Small text at the bottom of the right panel reads: "© 2021 City and Guilds of London Institute. All rights reserved. Page 5 of 17".

# Personal Progress (3803)

- Personal Progress is a suite of qualifications at Entry Level 1
- Designed to support learners to become more independent and develop skills in a range of areas including:
  - Communication
  - Reading and Writing
  - Mathematics
  - Independent live
  - Workplace skills
- You select units that suit your learner



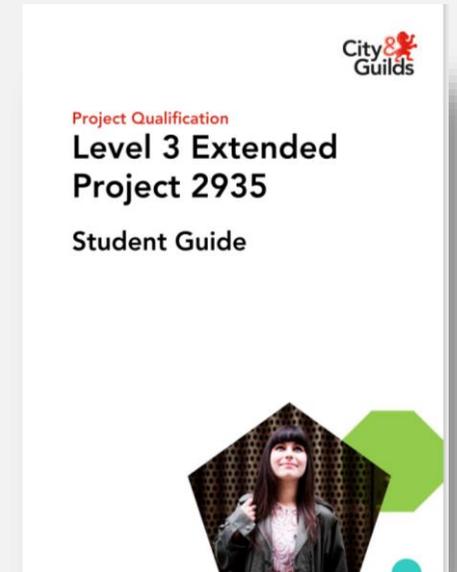
# Profile of achievement (3719)

- A framework for planning and reporting a learner's progress
- Can be used to recognise formal achievement at all levels
- A range of activities can be used to evidence the learner's progress
- This process facilitates:
  - Self-assessment
  - Identification of strengths and development opportunities
  - Clarification of future learning needs



# Extended Project Qualification (EPQ) (2935)

Key features	Key benefits
<p>Learners will be required to:</p> <ul style="list-style-type: none"><li>• Choose an area of interest</li><li>• Draft a project title</li><li>• Draft aims of the project</li><li>• Plan, research and carry out the project</li></ul>	<p>The project offers learners the opportunities to:</p> <ul style="list-style-type: none"><li>• Have a significant input into the topic chosen for investigation</li><li>• Develop and improve their own learning</li><li>• Develop decision making skills</li><li>• Develop skills in planning, research, critical thinking, analysis, synthesis, evaluation and communication</li></ul>



# Programme design and funding: some things to consider

## Study programmes (16+)

- You can check **Find a Learning Aim** for confirmation the qualification(s) you intend to deliver is approved for the age group.
- Assign programme hours as appropriate (bear in mind each unit can only be delivered once!).

## Adult Education Budget (AEB) (19+)

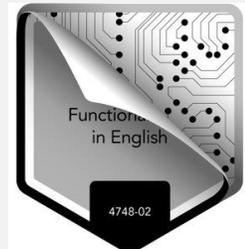
- Check **Find a Learning Aim** for confirmation the qualification(s) you intend to deliver fundable from Adult Education Budget.
  - NB: some Mayoral Combined Authorities have devolved responsibility for certain aspects of Adult Education funding (eg Traineeships are **not** devolved).
- Assign programme hours as appropriate (bear in mind each unit can only be delivered/funded once!).

This information only applies to **England**

[Adult Skills - Funding | City & Guilds \(cityandguilds.com\)](https://www.cityandguilds.com)

# Digital credentials

**Validate skills and achievements anywhere, anytime with a digital credential**



We know that colleges and training providers are dedicated to helping learners prepare for life and work beyond their education, and employers are increasingly valuing skills as their hiring criteria. A way to enable and support 'learners' progress to employment or higher education is through digital credentials.



# Support available

## Join us for our face to face Functional Skills Connect-Share-Networks

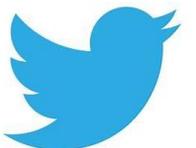
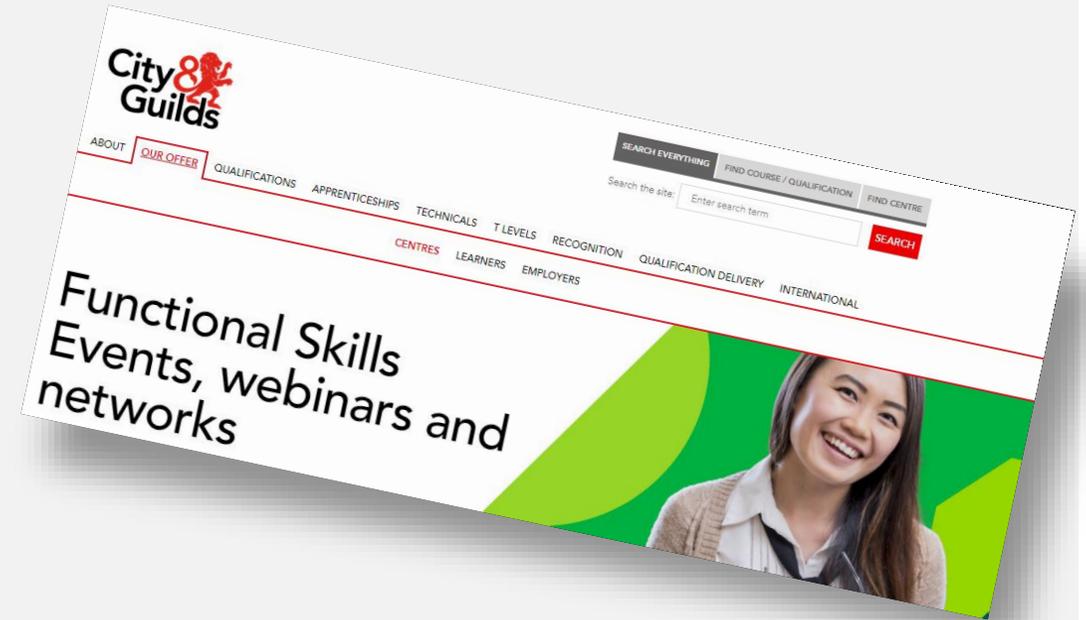
- 20th April 2023 Burntwood
- 26th April 2023 Wakefield
- 4th May 2023 Nottingham
- 11th May 2023 Manchester
- 6th June 2023 London
- 5<sup>th</sup> July 2023 Colchester

We also offer monthly online Virtual Link-ups

### Coming soon...

ESOL events

Employability events



[Events and Webinars - Maths and English | City & Guilds](#)

## Just before we go to Q&A...



Are you currently delivering any of our Employability qualifications?

- Yes
- No
- Thinking about using them

If you are not able to take part in the polls but would like to send us your thoughts, please email

[pre-employment@cityandguilds.com](mailto:pre-employment@cityandguilds.com)

# Questions and answers

You can send any questions you may have to...

[pre-employment@cityandguilds.com](mailto:pre-employment@cityandguilds.com)



Q&A



## Email contacts

For general queries including, e-volve and RI issues contact:

[customersupport@cityandguilds.com](mailto:customersupport@cityandguilds.com)

For maths and English queries contact:

[pre-employment@cityandguilds.com](mailto:pre-employment@cityandguilds.com)

# Thank you!

This recording and slide deck will be shortly available on the Resource Hub webpage.

We will be holding our next webinar on Monday 15 May 2023 at 12pm.

[Register here](#)



## About City & Guilds

Founded in 1878 to develop the knowledge, skills, and behaviours needed to help businesses thrive, we offer a broad and imaginative range of products and services that help people achieve their potential through workbased learning. We believe in a world where people and organisations have the confidence and capabilities to prosper, today and in the future. So we work with likeminded partners to develop the skills that industries demand across the world.

## About ILM

ILM is the leading specialist provider of leadership qualifications in the UK. Last year, over 70,000 people enhanced their skills and performance with ILM, including 14,000 management apprentices. We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

**To learn more about City & Guilds Maths, English and Functional Skills, please contact**

**centresupport@cityandguilds.com**

**[@CGMathsEnglish](#)**

**Alternatively, visit our dedicated webpages**

**[cityandguilds.com/functionalskills](https://cityandguilds.com/functionalskills)  
[cityandguilds.com/mathsandenglish](https://cityandguilds.com/mathsandenglish)**

## **City and Guilds Group**

**Giltspur House**

**5–6 Giltspur Street**

**London EC1A 9DE**

